

**The CTE Teaching Academy: Providing Affordable, Convenient, and Relevant
Pedagogical Coursework for CTE Educators**

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Introduction/Need for Innovation or Idea

Utah is among the many states who are struggling to find qualified teachers in Career and Technical Education (CTE) areas (U.S. Department of Education, 2024). During the 2023–2024 school year in Utah, CTE was designated a “shortage area,” with more than 35% of CTE teachers holding non-licensed or provisional status. (Utah State Board of Education, 2024). These non-traditionally licensed CTE teachers are critically important in keeping programs from shutting down. As these teachers begin their new career, they must simultaneously teach while completing required licensing and endorsement coursework within a limited timeframe. However, these courses are often costly, inconveniently scheduled and located, time-intensive, and not relevant to CTE; barriers that can discourage non-traditionally licensed teachers from meeting the requirements and may contribute to early exit from the profession. Utah State University has created a program called the **CTE Teaching Academy** to help non-traditionally licensed teachers access the resources they need to be successful while also removing barriers for them to do so.

How It Works/Methodology/Program Phases/Steps

In 2024, the CTE Teaching Academy was built for secondary educators seeking licensure or endorsement and for post-secondary instructors lacking pedagogical training. The CTE Teaching Academy provides provisionally licensed teachers an accessible, affordable, and relevant path to obtaining their endorsement and teaching licensure. Participants have the option to enroll for Continuing Education (CE) credits or academic credit they could apply towards a graduate degree. The CE credits have a lower cost per credit saving teachers’ money while also providing the core coursework needed for their endorsement. The completion of all five pedagogy courses leads to an Institutional Certificate of Proficiency.

All the courses in the CTE Teaching Academy are offered asynchronously online each semester. Courses in the CTE Teaching Academy include Teaching Methods in CTE, Curriculum Development in CTE, Assessment and Evaluation in CTE, Classroom and Lab Management in CTE, and Digital Tools for Teaching CTE. Each course is 3 credits. In addition for agriculture teachers, a course in FFA/SAE management is to fulfill their endorsement requirement. There are content-specific modules within the CTE Methods course to provide instruction to those teachers. Courses are self-paced with minimum passing requirements for each module within the course. Final grades are based on assessments and application knowledge of the content in each module of each course. The are managed by a graduate student with faculty oversight.

Results to Date/Implications

Early implementation data indicates that participant satisfaction ranks in the “Higher Than” category. This ranking exceeds average results from course evaluations when compared to similar courses across the college, university, and national database. Collaboration with state leaders have increased interest in expanding the model from endorsement support-only to a full licensure pathway. To date, 17 provisionally certified teachers have completed the CTE teaching methods course and 15 have completed the FFA/SAE course, both are required for the agricultural education endorsement.

Future Plans/Advice to Others

Future program development includes tighter alignment with the state’s requirements for licensure and endorsement to reduce confusion and streamline efforts for non-licensed CTE teachers. Efforts are also underway to provide instructors at technical colleges pedagogy instruction through the CTE Teaching Academy to improve their instructional practices. Currently this program is being advertised statewide among CTE directors and state staff as an important resource for CTE in the state. We suppose that other states could benefit from creating their own CTE-specific courses, or they could benefit from this CTE Teaching Academy resource we have created. The CTE Teaching Academy has lead to scalability and a transferable model to better support CTE teachers.

Costs/Resources Needed

Institutional support has included \$6,000 department-supported funding to support faculty in course development and administration. Content-specific modules were developed and added to the courses from department faculty across the CTE disciplines in a collaborative way. The CTE Teaching academy operates in collaboration with state leadership to ensure alignment between content and licensure/endorsement needs. Because courses are asynchronous and mostly self-paced, little time and effort is required by an instructor. Graduate students are perfect for managing these courses as part of a graduate assistantship or paid project. An additional \$70/credit is charged for each CEU course which generates a small amount of revenue for the department to hire graduate students for the management of these courses.

References

Utah State Board of Education (2024). *Utah Teacher Shortage Areas (Criticality Index), 2023-2024*.

<https://www.schools.utah.gov/licensing/licensingfiles/Utah%20TSA%20Criticality%20Index%202024.pdf>

U.S. Department of Education, Office of Postsecondary Education. (2024). *Teacher shortage area report: 2024–2025 school year*.