

**Awards for Innovation
Final Report**

**ONLINE PROFESSIONAL DEVELOPMENT MODULES FOR CTE
PRE-SERVICE AND BEGINNING TEACHERS**

Principal Investigator

Dr. Barbara Hagler
Workforce Education and Development
Southern Illinois University Carbondale
475 Clocktower Drive
Carbondale, IL 62901-4605
618-453-1969
bhagler@siu.edu

Strand Project Addressed

Professional Development for CTE Pre-Service and Beginning Teachers

June 2010

Overview of Research Study

Pre-service and beginning teachers encounter a huge learning curve in terms of the content they are teaching as well as the many other areas of knowledge they need. It is assumed that CTE teacher education programs prepare pre-service and beginning teachers with the content knowledge they need to be successful in the classroom. It is also assumed that the teacher education programs make their best attempt to provide all skills and knowledge needed. However, based upon the amount of time students spend in their teacher education programs, some areas may not be covered as fully as needed. New legislation, new research, and new situations also present the need for continued education/learning.

According to Sturko and Gregson (2009), "In this era of mandatory educational reform, professional development for teachers has become an important component of the reform process" (p. 54). How can pre-service and beginning teachers gain some of this new knowledge without spending an excessive amount of time or money? Many pre-service and beginning teachers are paying off student loans and are working hard to keep up with the work required for their jobs. Many do not have time or money to take a regular college course. Many do not yet have the resources to join professional associations or to attend many professional conferences.

A literature review of professional development needs of pre-service and beginning teachers was conducted. The review was used to prepare a list of potential professional development topics.

The researcher received approval to conduct the study from the Human Subjects Committee at Southern Illinois University Carbondale. A letter was sent to those who had graduated and completed teacher certification in career and technical education from Southern Illinois University Carbondale since 2005. They were asked to complete a brief online survey. The survey gathered demographics and asked questions related to professional development they had completed as well as professional development they would like to receive.

Based upon the literature review and the survey responses, five online modules have been created.

Objectives/Research Questions

The goal of this project was to prepare online professional development modules for Illinois CTE teachers.

The first objective was to determine the areas of development that are most needed by pre-service and/or beginning CTE teachers.

The second objective, and the one that received the most focus, was to create five modules based on the results obtained from the pre-service and beginning teachers.

Project Deliverables

The researcher has made the professional development modules available on the following website:

<http://wed.siu.edu/Faculty/BHagler/index.php>

These modules will be announced via the IACTE listserv, as well as other Illinois CTE listservs and at conferences, such as IBEA, SIBEA, etc.

The researcher also presented at Connections.

References

Sturko, P. A., & Gregson, J. A. (2009). Learning and collaboration in professional development for career and technical education teachers: A qualitative multi-case study. *Journal of Industrial Teacher Education*, (45)3, 34-60.