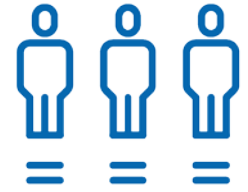


# PREPARED & EFFECTIVE PROGRAM STAFF



High-quality CTE programs are led by qualified staff with up-to-date knowledge and skills related to industry and pedagogy. As changes are likely to occur in both of these areas with the shift to more remote instruction and the evolving economy, professional development and other supports for CTE instructors, administrators and other staff supporting programs will be more important than ever in a COVID-19-impacted school year.

Key Issues to Address
<ul style="list-style-type: none"> <li>• Evaluating staffing needs in light of potential budget cuts and retirements</li> <li>• Protecting the health of medically vulnerable instructors and staff</li> <li>• Equipping instructors and staff with technology</li> <li>• Reconsidering instructor and staff workload and teaching assignments</li> <li>• Providing professional development relevant to new instructional models and COVID-19 challenges</li> <li>• Providing planning time and encouraging communities of practice</li> </ul>

Regardless of the instructional model chosen, CTE leaders will face staffing challenges. Education budget cuts, health concerns and personal financial difficulties may contribute to teacher shortages, which already exist in some CTE fields in certain regions. In addition, while we know that many CTE professionals are creative and open to new challenges, some instructors may decide that retiring or leaving the profession is the right decision for them at this time. According to a [survey](#) from the Education Week Research Center, more than one in three educators across subject areas report that they have a physical condition associated with a higher risk of coronavirus complications, nearly two in three educators are concerned about the health implications of resuming in-person instruction and 12% percent of teachers say the pandemic may cause them to leave the profession.

To accommodate hiring, states are already looking at modifying regulations, allowing for recertification or dual certification in similar programs and instituting

short-term waivers. For instance, [California](#) is temporarily waiving assessments for teacher candidates. In addition, professionals who have lost their jobs in industry could be recruited into teaching, but will need training, mentoring and supports to be successful in their new role as instructors.

When you are considering how to support instructors and staff in delivering CTE in these challenging times, remember to foster the health — both physical and mental — of your workforce. Educators have been under significant stress over the last few months, and may be dealing with some of the same traumatic experiences as students. It is important to take time to address these issues with staff and support their social-emotional needs.

## In-person Considerations

The biggest challenge with a return to in-person learning is the health needs of medically vulnerable instructors and staff. These professionals could be offered different positions in the district or institution that reduce their exposure, or if they and their doctor agree they can return to campus, even greater social distancing precautions could be taken in their particular classroom or lab. However this situation is handled, these professionals need to be treated with care and respect. Clear policies and processes for staff reassignments, developed in concert with employees and their representatives, can help ensure all staff are treated fairly.

If almost all learners return to campus, smaller class sizes to accommodate social distancing may mean that even more instructors and staff need to be hired than in other models; however, public school budget cuts make this unlikely in most districts and institutions. It is more likely that substitutes, adjuncts and paraprofessionals will be used to supplement the instructor of record, although this involves additional costs as well as effort for CTE instructors to oversee these other professionals. Industry partners could possibly provide some instruction, although their capacity for this is likely to be limited in the short term, given the current economic realities. CTE programs could also consider virtual or mobile modes of instruction as supplements to in-person

teaching, as further described in the [Facilities, Equipment, Technology and Materials](#) section of this guide.

In-person staff may also need extra time for cleaning, health screening, and working with students and assessing applied skills one-on-one instead of in groups. Programs will need to consider the full range of daily activities that may need modification as a result of COVID-19 safety guidelines and plan accordingly.

In an in-person scenario, professional development can continue on campus, with appropriate social distancing, addressing such topics as how to engage learners in a socially distanced environment, social-emotional needs of learners, and when and how to use remote tools to supplement mostly in-person learning. If a number of instructors do not return, those that do will likely need to pick up new classes or grade levels, and will need support and professional development to successfully shift their instruction. Administrators can encourage and support instructors and staff to come together as a professional learning community, virtually or in person, and to maintain membership in professional associations.

## Remote Considerations

If learning remains remote in the 2020–21 school year, just like students, CTE instructors and staff will need computers and reliable internet access, and some may need assistive devices. Many instructors, like their learners, may struggle with this access and with integrating new technologies into their instruction.

Planning time and professional development on remote teaching topics, delivered virtually, will be crucial to support CTE instructors and staff as they move to remote learning in a more measured, deliberate way than was possible this spring. Professional development topics will include effectively using the district or institution’s learning management system (LMS), accessible course design, virtual assessment and student engagement in the online sphere, among others. Many national organizations that CTE programs already rely on for high-quality professional learning are offering virtual sessions and workshops that can be integrated into local professional development calendars.



As always, instructors will also need to stay up to date with changing industry practices. The same remote tools and platforms that can engage learners in virtual [work-based learning](#) can facilitate this; for instance, [Louisiana](#) has offered virtual externships. Virtual professional learning communities among instructors and staff in your district or institution, or with nearby institutions, as well as continuing engagement in professional associations, can also support professional learning.

## Blended Considerations

In a blended environment, CTE programs will need to be attentive to the concerns outlined above. One staffing option in the blended scenario is for teaching assignments to be reorganized to enable medically vulnerable instructors to teach online, with other instructors providing in-person instruction. Adjuncts, substitutes and paraprofessionals may still be needed to fill in gaps.

Professional development and planning needs in the blended scenario will be multifaceted, addressing both virtual instruction as well as socially distanced in-person learning and how to achieve the appropriate blend. Planning time will be essential if instructors are now preparing and delivering both in-person and remote instruction. In the blended environment, planning and professional development could be scheduled for days in which students participate in self-paced learning at home. Relatedly, administrators will need to be sensitive to instructor work schedules and workload, which will likely be increased if instructors prepare and teach content both online and in person. Again, substitutes, paraprofessionals and even industry partners could help to manage the increased workload.



## Access and Equity Implications

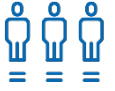
When you are considering how to support instructors and staff in delivering CTE in these challenging times, remember that instructors and staff may have taken on second jobs, have family responsibilities or otherwise be unavailable for extended workdays or semesters, especially in high-poverty districts. Lower-income staff or those in rural areas may also be less likely to have functional devices and internet access at home. In addition, remember the impacts that a lack of qualified and caring teachers can have on learners from special and underserved populations, and the impact that a reduction in diversity in the teacher workforce can have on students of color, nontraditional students and other learners who benefit from mentors that reflect their identities. Districts, institutions and programs in areas with high-need students could suffer disproportionate losses in faculty or staff expertise. It will be challenging but critical to support high-need learners' continued access to high-quality instructors.

## Resources, Tools and Examples

- [CTE Learn](#), ACTE's professional development platform with MaxKnowledge, offers courses on online teaching.
- ACTE's [Virtual Conference Planning Guide](#) includes detailed tips and procedures for hosting virtual professional development conferences.
- ACTE is producing a [series of webinars](#) on offering high-quality CTE programs in socially distanced, remote and blended environments.
- [Jumpstart to Successful Instruction](#) is an open course designed specifically for CTE educators who are transitioning from the workplace to teaching, with useful insights for CTE educators designing courses and thinking about equity.
- The [Tennessee Department of Education](#) (along with many other states) is hosting its summer CTE Institute virtually.
- Louisiana has provided [virtual externships](#) to teachers through Nepris, as described in this brief by Advance CTE.

This is an excerpt from [High-quality CTE: Planning for a COVID-19-impacted School Year](#). Access the complete guide for additional content about providing high-quality CTE programs in a COVID-19-impacted school year. **Last Update:** June 22, 2020

This document is not legal advice, nor is it an exhaustive list of every consideration or action that CTE educators may need to take for the 2020–21 school year. Readers should defer to federal, state, local and/or institution requirements and guidance. The instructional models, ideas, resources, tools and examples shared do not constitute endorsements of any products, services or strategies, as different products, services and strategies will work in different contexts. As knowledge is gained, this guide may be updated to incorporate new ideas and resources and emerging issues.



## Prepared and Effective Program Staff: Key Questions to Consider

### Cross-cutting Questions

- How will changes in or waivers to instructor preparation and certification regulations impact your staffing decisions? Can you identify barriers and advocate for flexibility from the state?
- How will institutions support the full range of instructor and staff needs, including physical, mental and social-emotional needs?

### In-person Questions

- How will you protect medically vulnerable instructors and staff? Will these teachers be offered remote or non-teaching positions? Can their class sizes be reduced to allow for less exposure?
- Will you need more substitutes, adjuncts and paraprofessionals to oversee students in smaller, socially distanced groups? If so, how will you facilitate these arrangements?
- How will you build time into the calendar for additional responsibilities or activities that take longer because of social distancing and safety?
- How will you build time into the calendar for socially distanced professional development? What topics are the highest priority to address?
- How will instructors and staff access in-person or virtual communities of practice or professional associations to support their development?
- How can you better prepare educators through professional development in case a sudden shift to remote learning must occur?

### Remote Questions

- How will you ensure that instructors and staff have reliable computer and internet access? How will you help instructors with special needs to access assistive devices?
- How will you build time into the calendar for planning and grading remotely, which may include extra time spent assessing learners individually?
- How will you build time into the calendar for remote professional development? Will it be synchronous across the department, school or institution, or will instructors be responsible for finding their own relevant professional development, or a combination of both? What topics are the highest priority to address?
- Will instructors and staff have access to virtual communities of practice or professional associations to support their development?
- Can virtual work-based learning platforms and industry speakers remotely engage with instructors about changing industry needs or even offer externships?

### Blended Questions

- Can medically vulnerable instructors teach the remote portions of a course, while other instructors provide in-person instruction?
- How will you build time into the calendar for planning and grading across both the in-person and remote portions of the course?
- How will you build time into the calendar for professional development for blended learning? What topics are the highest priority to address?
- How will you work with instructors and staff to develop schedules that accommodate the workload of providing both remote and in-person teaching?