Teaching/Training as a Profession
This course is one of six required for TIE certification

Module I: Roles & Responsibilities of a Career & Technology Teacher/Trainer

Course: CATE 3322-5322
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Module I: The Roles and Responsibilities of the Professional Teacher/Trainer

The Professional Teacher/Trainer:

- Exhibits in his/her daily performance the Code of Conduct for teachers or professional trainers.
- Develops a teaching philosophy that complements the district’s philosophy and the school’s Mission Statement (or the company’s philosophy and mission.)
- Is aware of the National Professional Teaching Standards and demonstrates a high level of commitment reflected in those 5 core propositions. Trainers are familiar with the standards recognized by such national organizations as American Society of Training & Development.
The Professional Teacher/Trainer (cont’d)

- Exhibits professional roles & responsibilities (Standard IV for TIE teachers.)
- Adheres to legal and ethical requirements of the profession (Standard IV for TIE teachers.) Examples: (1) seeks professional growth opportunities; (2) attends state sponsored workshops & conferences related to teaching discipline; (3) upgrades skills to assure knowledge base is current; (4) incorporates safety into potentially dangerous labs and work-based settings.

Professional Teacher/Trainer (cont’d)

- Can discuss the impact of Federal and state legislation on CATE programs (see handouts) & training facilities.
- Assures annual routine evaluation of program to determine if it is meeting students’ & employers’ needs. (Teachers see evaluation handouts, Chapter 8 in text) (Trainers locate evaluation models in textbooks on reserve in library.)

Professional Teacher/Trainer (cont’d)

- Organizes and advises Student Youth Organization (see handout on VSO’s, Chapter 4 in textbook.) Teachers only!
- Integrates academic skills required for student success in your teaching discipline.
- Examples: 
  1) math required to prepare estimates and bids, etc. 
  2) English skills required to prepare a variety of reports
Professional Teacher/Trainer (cont’d)

- Keeps current with safety requirements for an efficient and safe lab/shop environment.
- Organizes and uses an Advisory Committee composed of local industry representatives who are willing and able to assist with CATE program expectations. Examples: Use members to conduct annual evaluation of program. Trainers seek feedback from department managers to assure relevancy of training offerings.

The Professional Teacher/Trainer:

- A. Code of Ethics
- B. Personality/Personal Attributes
- C. Professional Development Criteria
- D. Current in teaching/training disciplines
- E. Membership in Professional organizations
- F. Role Model for students

A. Code of Ethics

- Five Principles based on the Code of Ethics and Standard Practices for Texas Educators
Principle I: Professional ethical conduct

- Maintain the dignity of the profession by respecting and obeying the law, demonstrating personal integrity, and exemplifying honesty.

How do you do this?

- Do not misrepresent official policies
- Account for all funds; conduct financial business with integrity
- Do not use institutional/professional privileges for personal/partisan advantage
- Accept no gratuities, gifts, or favors that impair professional judgment
- Falsify no records or direct/coerce others to do so

Principle II: Professional practices and performance

- Once qualified in a manner established by law or regulation, the Texas educator shall assume responsibilities for professional administrative or teaching practices and professional performance and shall demonstrate competence.
How do you do this?

- Use one’s qualifications to hire/offer position and adhere to terms of contract
- Do not deliberately impair mental/physical health or ignore social prudence; this may affect the performance of a professional assignment
- Organize instruction that seeks to accomplish objectives related to learning
- Continue professional growth
- Comply with written local school board policies/state regulations/other state and federal laws

Principle III: Ethical conduct toward professional colleagues

- Shall accord just and equitable treatment to all members of the profession.

How do you do this?

- Do not reveal confidential info concerning colleagues
- Do not make false statements about a colleague of school system
- Adhere to policies/laws on dismissal, evaluation, & employment
- Do not interfere w/colleague’s exercise of political and citizenship rights/responsibilities
- Do not deny a colleague in exercise/enjoyment of a professional right or privilege
- Do not use coercive means or promises to influence decisions
- No educator shall interfere with academic freedom to teach except as required by state/federal laws
Principle IV: Ethical conduct toward students

- By accepting a position of public trust, the Texas educator should measure success by progress of each student toward realization of his or her potential as an effective citizen.

How do you do this?

- Deal considerately/justly w/each student and seek to resolve problems according to law/school board policy
- Do not expose student to disparagement
- Do not reveal confidential information concerning students
- Protect student from conditions detrimental to learning, health, safety
- Do not distort facts
- Do not discriminate on basis of race, color, sex, disability, national origin, religion, or family status
- Do not restrain student from independent action in pursuit of learning varying points of view

Principle V: Ethical conduct toward parents and community

- Cooperate with parents and others to improve public schools of the community.
How do you do this?

- Make reasonable effort to communicate to parents info that lawfully should be revealed in the interest of the student
- Endeavor to understand community cultures and relation to the home environment of students
- Manifest a positive role in school-public relations

Note: Professional trainers will be responsible for determining what denotes ethical conduct related to their training discipline in relation to their peers and their training participants.

B. Personality/Personal Attributes

What type of personal attributes does it take to be a successful teacher/trainer?

- 1. Personal accomplishment
- 2. Positive expectations
- 3. Responsibility
- 4. Strategies
- 5. Positive affect
- 6. Control
- 7. Common goals
- 8. Decision making
1. A sense of personal accomplishment

- How do you display this?
  View your work as meaningful and realize that it is important to others;
  Be a role model to your students as a member of your career field;
  display pride in your discipline and expect your students to develop pride in their accomplishments in your class and other classes.

2. Positive expectations for student behavior and achievement

- What is the expectation?
  Expect your students to progress and show them they can do it.
  Establish clear expectations and be certain course requirements are known the first week of school’s or the training workshop’s opening.
  Announce when written and authentic assessments will be given; establish criteria and discuss prior to the assessments.
  Have an established procedure for make-up work when students are absent and enforce the procedure.
3. Personal responsibility for student learning

How can you be personally responsible for student learning?

You can accept accountability for the students’ learning and show willingness to examine their performance.

You can reteach and retest based on the circumstances.

4. Strategies for achieving objectives
What are some strategies that you can use to facilitate learning?

- Plan for student learning, help students set goals for themselves, and help them identify strategies to achieve their goals.
- Recognize preferred learning styles of students and vary the method of instruction to accommodate their differences.

5. Positive affect

How can I project a positive affect?

- Genuinely feel good about teaching, about yourself, and about your students.
What is meant by control?

Believe you can influence and “control” the learning that students do in your classroom or your training facility.

Be sure that classroom rules are posted and discussed the first day of school opening or the beginning of the workshop.

Enforce rules equitably; acknowledge positive behavior.

Remember that preplanning for management assures classroom control.
How do you come up with goals that mirror the students' goals?

Develop a joint venture with your students; come up with personalized goals together in order to assure that goals are accomplished. Keep goals simple and achievable in order to see progress.

8. Democratic decision making

I thought I was the teacher and made the decisions?

You are the teacher and you do make final decisions; however, involve your students when making decisions about their goals and strategies to assure student ownership and goal completion.
C. Professional Development Criteria

- Maintaining an effective teaching force requires that qualified teachers regularly enter the ranks and that practicing teachers are kept abreast of changes in the profession.
- Maintaining an effective training force requires that qualified trainers regularly enter the ranks and seek additional training as required in their selected training field.

Professional Development (con’d)

- Because of increased public demand for teacher accountability and technical advancements in the occupational areas of vocational/technical programs, CATE teacher professional development has never been more important.
- Professional development offers teachers and trainers the opportunity for lifelong learning in their careers.

Professional Development (con’d)

- Ideally it builds upon what new teachers have learned in teacher preparation programs, and upon what others have learned through years of classroom experience.
- It must include the following:
  1. Technology training or corporate specific training
  2. Training in conflict resolution
  3. Training in discipline strategies
Staff development may include the following techniques to facilitate learning:

- Study teams
- Individual research peer coaching
- Workshops
- Seminars
- Conferences
- In addition, a school district may use district-wide staff development programs designed and approved through the district-level, decision-making process to meet specific district or campus goals
- Professional trainers seek opportunities with professional organizations to assure they are current in their fields.

D. Current Trends in Education

- What are some trends and/or changes in the teaching discipline?
  (1) Distance learning—
  -- A quality distance education program requires development of standards prior to course offerings, available, extensive technical assistance, and faculty compensation policies that reflect the reality of teaching online.

What does this statement mean to you as a CATE teacher or corporate trainer?

- This means that when teaching courses that use distance education for research, etc., you must ensure there are:
  A. firmly established standards
  B. technical assistance available for students and teachers;
  C. good administrative oversight.

(2) Internet
- The Internet allows content, whether canned or interactive, to be standardized and distributed anywhere, at anytime.

(3) Most students are no longer doing their research the old fashioned way. They have gone from pulling all their research from the library to using the World Wide Web as their main source of data.
Why should I care where the students get their data from?

- It is important for teachers to be aware of the data their students are learning from, especially since the data is not coming from one standard textbook source. Anyone can build a website and put out information, but that doesn’t mean the students are learning from a credible source.

Is there any way to use the internet as a positive tool in my classroom or training facility?

- Of course! Teachers/trainers can promote the use of the internet as a positive tool by limiting the students’ choices of websites to those that contain true and accurate data in the field or skills being taught or developed.

Trends in Education (continued)

- (3) Diversity
  The ranges of age, socioeconomic status, race and ethnicity, prior learning, and physical ability have changed in today’s typical public schools.
- The global economy and outsourcing of numerous support positions outside the US have created a diverse workforce, often in need of continuing training.
How can this affect teachers?

- Such heterogeneity in the student body requires the expansion of perspectives in the classroom environment.
- It also requires educational communities to be open to differences, as well as new and varied pedagogies and assumptions about levels of preparation, learning styles, and available time for study.

Why?

- Their diversity affects their educational experience and teachers/trainers should be sensitive to their needs.
- Teachers/trainers must also recognize and respond to the fact that intelligence is not one-dimensional, students have multiple intelligences.

What is meant by multiple intelligence?

- Multiple intelligences include linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalist intelligences.

For additional information on multiple intelligences, see the work of Howard Gardner.
People vary in the ways in which they take in and interpret information.

What can I do to encourage each student’s learning?

- This means that you will have to work with students on a case by case basis to see what motivates them. Also, help each student develop goals that they feel they can achieve.
- Education reform efforts increasingly emphasize that the traditional transmission of knowledge from teacher to student is no longer sufficient for an educated citizenry.

If the traditional way of teaching doesn’t work, how am I supposed to teach my students the required information for my course?

- Teaching students to actively develop knowledge, to evaluate information and evidence, and to become adept at making informed decisions requires modeling these processes, engaging students in practicing them, and acknowledging students’ and teachers’ subjectivity.
- These forms of teaching are inclusive because they invite all students’ experiences and thoughts into the learning interaction.
E. Membership in Professional Organizations

Why should you be a part of these organizations?

- You can receive notices about important news and events affecting the teaching career field such as professional development opportunities, changes in state and federal law, and funding changes and availability.
- You can also attend conferences where you interact with other teachers; this allows you to ask questions you may have and/or bounce ideas off of others that are just like you.
- Some organizations may even post jobs for you.

Professional organizations (con’d)

- Others are dedicated to the advancement of education that prepares youth and adults for successful careers.
- You may also be eligible for some awards from the organization.
What are some organizations that might interest me as a CATE teacher or corporate trainer?

- Association for Career and Technical Education (ACTE) (national organization)
  www.acteonline.org
  Each Career and Technology teaching field has its own teacher organization. For example: Trade & Industry’s state organization is Trade & Industrial Vocational Association (TIVA). One advantage of joining this organization is the availability of liability insurance.
- American Society of Training and Development (ASTD) (national organization)
  www.astd.org

More About the Professional Teacher/Trainer

F. Role Model
In their relationships with individual students and with their classes, teachers can maximize their positive moral influence through three complementary roles:
(1) Effective caregivers
(2) Moral models
(3) Ethical mentors

(1) Effective caregivers:
- Care about and respect their students
- Help them succeed at the work of school
- Build their self-esteem by treating each student as having worth and dignity
- Enable students to gain a first-hand appreciation of the meaning of morality by being treated in a moral way
(2) Moral models are:

- Ethical persons who demonstrate a high level of respect and responsibility both inside and outside the classroom.
- Model moral concern and moral reasoning by taking time to discuss morally significant events in the school and wider world.

(3) Ethical mentors:

- Provide direct moral instruction and guidance through explanation, storytelling, classroom discussion, encouragement of positive behavior, and corrective moral feedback, (especially one-on-one correction) when students engage in behavior that is harmful to others.

Where do you start in terms of becoming a mentor for your students?

- There are 9 classroom strategies that you can use to help you be a better role model to your students.
1. The teacher as caregiver, model, and ethical mentor:
   - Treating students with care and respect, encouraging right behavior, and correcting wrongful actions

2. A caring classroom community:
   - Encourages students to care and respect each other
   - Sees the teacher model caring behaviors

3. Moral discipline:
   - Uses rules and consequences to develop moral reasoning, self-control, and generalized respect for others
4. A democratic classroom environment:

- Uses the classroom environment to encourage students in shared decision-making and taking responsibility for making the classroom and lab the best it can be.

5. Values are taught through the curriculum by:

- Using the ethically rich content of teaching and training fields as vehicles for values teaching.
- Teaching ethical business practices that students should follow when they enter their chosen career field.

6. Cooperative learning:

- Fosters students’ ability to work with and appreciate others by applying cooperative learning techniques, such as team reports, team projects, project grade based on group involvement. Cooperative learning activities prepare students for the team approach being applied in the business/industry environment.
7. The “conscience of craft” is:

- Developing students’ sense of academic responsibility and the habit of doing their work well. This is particularly significant in the Career & Technology programs that design and create products of their “craft.”
- Technicians in corporate training settings must be aware of their accountability and the habit of completing their work and/or products in a manner reflective of their parent companies.

8. Ethical reflection is:

- Developing the cognitive side of character through reading, research, writing, and discussion. The CATE teacher should lead discussions related to the students’ career options and discuss ethical situations that routinely arise in the field.
- Corporate trainers can refer to case studies during their training sessions that exhibit situations requiring ethical treatment which will assist participants in applying sound logic to situations typical in their positions and jobs.

9. Conflict resolution is:

- Teaching students how to solve conflicts fairly, without intimidation or violence. Conflict resolution is very much apart of today’s work environment.