

Strategic Plan for CTTE

Adopted April 2004

Mission and Goals of the Council on Technology Teacher Education

The purposes of the CTTE, as stated in the organization's constitution are:

1. To support and further the professional ideals of technology education.
2. To define and strive to achieve the purposes and professional goals of technology teacher education, and to enlist the greatest possible number of people in this endeavor.
3. To stimulate research and the dissemination of information of professional interest.

Overview of the Strategic Plan

In September 2003, through funding by the Technical Foundation of America, twenty individuals met in Pittsburgh, Pennsylvania to develop a strategic plan for the Council on Technology Teacher Education (CTTE). The group was comprised of the CTTE Executive Committee, chairpersons of all CTTE standing committees, representatives of leading technology teacher education programs, and a representative from the Council of Supervisors. The consensus-based process, facilitated by Dr. Anthony Schwaller, yielded five broad "strategic priorities" as well as a number of agenda items and ideas that are anticipated to have a major impact on the profession over the remainder of this decade and beyond.

Following the Pittsburgh meeting, Tony Schwaller and Rodney Custer (CTTE President) subjected the draft plan to a revision process designed to refine the format, to make sure that the items were of similar conceptual load and grain size, and make distinctions between agenda items and implementation activities. Following the development of this initial draft, copies of the Plan were submitted to the International Technology Education Association's (ITEA's) Academy of Fellows for analysis, comment and recommendations. Representatives from the NSF and the National Academy of Engineering were also invited to comment. These comments and recommendations were reviewed and incorporated into the final document.

After additional refinements to the plan are made, the document will be made available in draft form to the profession for comment and input. The goal is to seek formal adoption of the plan at the ITEA conference in Albuquerque meeting in March 2003.

How to Use the Strategic Plan

This strategic plan is designed to provide a guiding framework for the work of the Council. Specific committee activities and priorities will be developed annually based on the framework provided in the plan. The Executive Committee of the Council, committees, and designated task forces should use this plan as a frame of reference to guide and focus the development of specific activity items and initiatives. Specific target dates will be set by those identifying and engaging in various implementation activities.

Strategic Priorities

Strategic Priorities are defined as the major areas of emphasis that are of strategic importance and should drive the work of the Technology Teacher Education profession.

The strategic planning team intentionally restricted these to a relative few in order to facilitate their implementation. These Strategic Priorities are:

- **Technology Teacher Preparation Revitalization:** CTTE will revitalize technology teacher education programs by developing and showcasing new and innovative models for undergraduate and graduate curriculum program delivery and teacher certification.
- **Standards-based Curriculum Development:** CTTE will provide national leadership for the development and implementation of standards-based curriculum and a framework for including articulation with other disciplines.
- **Research and Scholarship:** CTTE will develop a research agenda to serve as a foundation for curriculum, program, and professional development as well as assessment through research and scholarship.
- **Marketing and Positioning:** CTTE will provide leadership in positioning and marketing technology teacher education to a variety of stakeholders.
- **Leadership Development:** CTTE will facilitate leadership development to advance and promote initiatives within the technology teacher education profession.

Agenda Items

Agenda Items are at a conceptual level lower and more specific than Strategic Priorities. These are designed to identify major areas of emphasis within each Strategic Priority, which will become areas of focus for CTTE committees, the Executive committee, or specially constituted task forces over the remainder of the decade. These items are designed as mechanisms to facilitate the implementation of the five Strategic Priorities.

Implementation Activities

A third level of planning exists, but this level is not incorporated as part of the formal strategic plan. This is the Implementation Activity level, which consists of specific action items and activities designed to implement an Agenda Item. Committees, task forces, the CTTE Board, etc., will develop specific implementation agenda items including timelines, needed resources, etc. to address various Agenda Items. Each implementation activity should be specifically aligned with a Strategic Priority and Agenda Item.

Strategic Priorities and Agenda Items

Technology Teacher Preparation Revitalization

CTTE will revitalize technology teacher education programs by developing and showcasing new and innovative models for undergraduate and graduate curriculum program delivery and teacher certification.

- Develop innovative models for undergraduate technology teacher education based on current teacher education research and *Standards for Technological Literacy*.
- Identify and showcase models where graduate courses are offered to address professional development requirements of technology teachers.
- Promote the implementation of models for post-baccalaureate and graduate technology licensure, teacher certification, and program accreditation.
- Encourage the development of technology teacher education resources and materials that are designed specifically for use with innovative delivery systems.

- Facilitate the improvement of doctoral programs in technology teacher education.

Standards-based Curriculum Development

CTTE will provide national leadership for the development and implementation of standards-based curriculum and a framework for including articulation with other disciplines.

- Facilitate collaboration with state departments of education, state supervisors, and policy makers to incorporate the study of technological literacy K-12 (as presented in the STL) into state frameworks.
- Actively collaborate with CATTs and the ITEA leadership to coordinate the development of a scope and sequence, curriculum guides and other resource materials for technology teacher educators.
- Work with the technology education community to identify STL-based curriculum models for K-12 level programs that have been designed to lead to various curricular pathways (e.g., engineering, career and technical education, and general technological literacy).
- Work with the technology education community to encourage the development and testing of curriculum models with specific emphasis on teaching engineering design.
- Work with the technology education community to foster collaborative initiatives with other disciplines to develop standards-based curriculum frameworks and materials to promote the study of technology.

Research and Scholarship

CTTE will develop a research agenda to serve as a foundation for curriculum, program, and professional development as well as assessment through research and scholarship.

- Establish research priorities and research questions for the technology education profession.
- Encourage researchers to pursue corporate funding of research projects related to technology education.
- Actively provide professional development to the profession on how to obtain grants (NSF funding, workshops at the conference, grant proposal workshops, etc.)
- Promote and facilitate interaction with researchers from other disciplines to collaborate on technology education research projects and grant opportunities (e.g., cognitive scientists, engineers, etc.)
- Collaborate with affiliate organizations (i.e., TECA, Council of Supervisors, TECC, etc.) to facilitate more undergraduate research.
- Engage the ITEA's Academy of Fellows to provide leadership through research and scholarship within the profession.
- Encourage publication of technology education-related research in external venues.
- Encourage faculty and student involvement in a range of scholarship activities (i.e., conference presentations, book authorships, workshop leadership, etc.).

Marketing and Positioning

CTTE will provide leadership in positioning and marketing technology teacher education to a variety of stakeholders.

- Provide leadership to explore ways of positioning and marketing technology education and technology teacher education.
- Encourage the development of marketing materials that can be made available to student teachers and existing teachers for use in promoting their technology teacher education programs.
- Encourage the development of teacher education materials (promotional, curriculum and recruitment) that are attentive to the experience of under-represented and under-served populations.
- Solicit sponsorship for developing high quality/dynamic products and mechanisms for marketing the Technology Teacher profession (e.g., websites, slogans, brochures, promotional campaigns, etc.) and recruit future teachers and teacher educators.
- Encourage participation of CTTE leadership and teacher educators in conferences with professional organizations external to technology education (e.g., National Secondary School Principals Association, National Association of School Boards, NSTA, NCTM, ASCD, etc.).

Leadership Development

CTTE will facilitate leadership development to advance and promote initiatives within the technology teacher education profession.

- Facilitate and encourage leadership development activities for emerging leaders.
- Identify and encourage students to pursue doctoral programs in technology teacher education.
- Recognize professional leadership accomplishments through a coordinated series of recognitions and awards.
- Establish a leadership mentoring program for future leaders in the profession.
- Encourage and promote leadership involvement within organizations, disciplines, and agencies external to the technology teacher education profession (e.g., NCATE, NSF, the National Academies, etc.).
- Encourage involvement of international leaders into the CTTE council and its activities..