

# Enhancing Michigan Postsecondary PD

A Michigan Labor Economic Opportunities Workforce  
Development Project



Teaching is the one profession that creates  
all other professions. – Unknown

**YOU ARE ENOUGH!**

# The Project

In 2023, we were selected by Michigan's Department of Labor and Economic Opportunity (MI LEO) to lead [a three-year initiative](#) to expand, evolve, and improve postsecondary career and technical education across the state of Michigan.

**The project timeline is 2023 through 2026.**

# Project Objectives

- 1. Conduct** a professional development needs assessment and establish systemic CTE-specific postsecondary professional development goals.
- 2. Develop**, deploy, and evaluate meaningful, research-based CTE and postsecondary-specific, professional development offerings.
- 3. Establish** a sustainable professional development strategy and equip Michigan's Department of Labor and Economic Opportunity (MI LEO) workforce development team to lead this work at the end of the grant period.

# A National Perspective

Research on the PD Needs of CTE Educators

# The Research

Most CTE educators report little or no appropriate onboarding and do not truly understand their responsibilities (Thierer, 2021)

**“... so overwhelming [,] like drinking out of a fire hose”** - CTE faculty moving from industry to academia (Thierer, 2021)

Teacher training on disability is limited and disability training designed for CTE educators specifically is nearly non-existent (Carballo et al., 2021; Moriña & Carballo, 2017).

*Having content self-efficacy but lacking teaching self-efficacy put CTE teachers in a potentially precarious spot.*

*Shifting from expert status in one field (industry or trade) to novice status in another (teaching) can be disorienting and demoralizing.*

# So, What PD do CTE Teachers Need?

PD for CTE Teachers Needs to:

1. Feel **relevant**  
to *CTE Educators*

2. Provide **concrete strategies** for supporting a wide range of learners (*special populations: SWD and ELL learners*)

3. Build feelings of **self-efficacy** for *teaching*

# 1. Feel Relevant to CTE Educators

*CTE teachers will be most engaged and will benefit most immediately from PD that feels relevant, authentic and valuable.*

Effective PD should consider the teaching context, backgrounds, preparation, and responsibilities specific to post-secondary CTE Educators (Rivera, 2024)

- Create cluster or CTE-based PD
- Validate that CTE teachers have more on their plate (classroom management struggles specific to equipment), running advisory boards, WBL opportunities, IRC's etc.
- Acknowledge that CTE teachers are content experts
- Designed for and by CTE teachers

## 2. Provide Strategies for Supporting a Wide Range of Learners (SWD & ELL)

1. Individuals with disabilities
2. Individuals from economically disadvantaged families
3. Individuals preparing for non-traditional fields
4. Single parents, including single pregnant women
5. Out-of-workforce individuals
6. English learners
7. *Homeless individuals*
8. Youth who are in, or have aged out of the foster care system
9. *Youth with a parent who: is a member of the armed forces, is on active duty*



# Why is understanding variability important?

- Disabled students are rapidly entering community colleges (AACC 2018, 2024), with 24% of community college students now identifying as disabled (AACC, 2024), twice as many as just a handful of years ago (AACC, 2018).
- Only around 22.5% of disabled people are employed, one-third as many as their nondisabled counterparts (65.8%; Andara et al., 2024)
- CTE Instructors attitudes and understanding of disability will directly impact learner academic and employment outcomes (Nachman, 2024).

***What these studies show is the utility of systematic and tailored professional development around disability for faculty to change their conceptions and teaching approaches.***

(Nachman, 2024)

### 3. PD Must Build Feelings of Self-Efficacy for Teaching

#### *Experts from the Field, Novices in the Classroom*

- *The majority of postsecondary CTE faculty enter the classroom through alternative certification programs with little or no pedagogical training (Berry et al., 2008).*
- ***CTE teachers' success in the classroom depends equally on their trade skills and their pedagogical skills.***
- *Career changers' existing expertise and professional self-efficacy can be a source of strength for persisting through the social and emotional challenges of managing the transition from expert in one domain to novice in a new domain, but they will need help (Leshem, 2019; Rodrigues & Mogarro, 2019; Varadharajan et al., 2020).*

Did you know? Educators with high Teacher Self-Efficacy tend to:

- More effectively cope with a range of problem behaviors (classroom management)
- **Use proactive, student-centered classroom behavior strategies and practices**
- Establish less conflictual relationships with students
- **Use more diverse instructional strategies**
- Differentiate more frequently

Did you know? Educators with high Teacher Self-Efficacy tend to:

- Change their goals according to students' needs
- **Are more positive about trying new instructional strategies**
- Experience less stress and burn out (irrespective of pre- or in-service context, grade level, and location)
- Experience higher levels of personal accomplishment, commitment and job satisfaction

# The Project

- **Year 1- Establish/Conduct**
- **Year 2 – Develop and Provide Content**
- **Year 3 – Tailor, Promote and Gather Data**

# Year 1 Establish/Conduct

# Year 1 Deliverables

- Perform a gap analysis
- Conduct a literature review
- Form a state-wide advisory board

# Year One Deliverables - Gap Analysis

- Developed through surveying programs across the state
- Postsecondary colleges/community colleges contacted:
- # of 1:1 interviews conducted:
  - 12 interviews from October to December (36%)

"...nothing is within driving distance..." (referring to networking)

"...they don't know what they don't know..." (referring to instructor training)

"...classroom approach, how to develop a quality test...the inner workings of how to be a good teacher..."

"...not everyone agrees with terminology..."

"...data people don't understand what directors need..."

"...don't get to count students who earn credentials if they move toward an associate degree track..."

# Year One Deliverables – Literature Review

## Highlights

- The literature produced a lengthy list of strategies for recruitment and retention along with the caveat that the strongest studies show little impact.
- Universal Design for Learning (UDL) is proven effective in preparing postsecondary instructors to meet the needs of a wide range of learners and can positively impact individual teachers' perceptions of their own preparedness.
- The report focused on recommendations connected with improving retention rates.
- Professional development is a high leverage strategy that can increase student success as well as teacher confidence, self-efficacy, and retention.

[Literature review](#)

# Michigan Postsecondary Advisory Board Goals

- Gathering of state-wide professionals
- Provide guidance, direction and support as needed
- Help develop systems that may expand the capacity of LEO-WD

# Michigan Postsecondary Advisory Board

- Dr. Ken Flowers, Lake Michigan College
- Amy Dykehouse, Mid Michigan College
- Don Hutchison, Macomb Community College
- Mark Dunneback, Kalamazoo Valley Community College
- Meagan Downey, Grand Rapids Community College
- Karen Ball, Gogebic Community College
- Ariel Maturine, Jackson College
- Krista McKinney-King, Wayne RESA (Southeastern Region)

# Reflection

- This information makes me feel... because...
- This information makes me wonder... because...
- I agree/disagree with this information... because...

**Year 2**

**Develop and Provide Content**

# Year Two Deliverables

- Online PD Platform
- Development of four courses for the CTE Learn platform
- Monthly webinars
- Quarterly meetings with advisory board
- Customized tailored professional development sessions
- WBL Repository
- [Feedback Survey](#)
- Promotional Work - VISION, TRENDS, MICEC

# CTE Learn

- Four courses offered at no cost
- Fifth course offered at no cost upon completion of any of the four
- Repository of best practices (near completion)
- Author additional courses with CTE Learn

The screenshot displays the Michigan ACTE website. At the top, the Michigan ACTE logo is on the left, and 'Purchase' and 'Login' buttons are on the right. A navigation menu includes 'Credit Courses', 'Free Resources', 'CareerPrepped', 'College Credit', 'Help', 'LEO-WD', and 'MIACTE'. Below the navigation is an 'Online Learning Center' button. A purple banner reads 'Professional Development Initiative for Postsecondary CTE Professionals'. On the left, a 'FREE COURSES for Michigan CTE Educators' section lists: 'Safe & Engaging Classrooms', 'Supporting Executive Functioning', 'Assessment Strategies for CTE Educators', and 'Strengthening CTE Instruction with Clear Learning Goals'. The main text describes the initiative by the Michigan Department of Labor and Economic Opportunity in partnership with CAST and CTE Learn, aimed at supporting postsecondary professional development. It details the development of four asynchronous courses based on research and interviews with CTE professionals. A photo of a man in a hard hat and safety vest is shown next to the CAST logo and a 'CAREER & TECHNICAL EDUCATION' graphic. The text concludes by mentioning the next phase of the initiative and providing contact information for more details.

# CTE Learn is now LIVE

- <https://mi.ctelearn.org/leo/>
- Click the login button
- Create an account
- Access to the four free courses
- Upon completion of first course, a fifth free one will be offered
- 2300 free course available on first come first serve basis

The screenshot shows the Michigan ACTE website. At the top, there is a navigation bar with the Michigan ACTE logo and a search bar. Below the navigation bar, there is a purple banner with the text "Professional Development Initiative for Postsecondary CTE Professionals". On the left side, there is a list of four free courses for Michigan CTE Educators: "Safe & Engaging Classrooms", "Supporting Executive Functioning", "Assessment Strategies for CTE Educators", and "Strengthening CTE Instruction with Clear Learning Goals". On the right side, there is a text block describing the initiative, which is a partnership between CAST and the Michigan Department of Labor and Economic Opportunity. The text explains that the initiative is designed to support both new and seasoned CTE programs and is based on research from the field. It also mentions that four courses have been created to offer support in four critical yet fundamental areas of classroom management and learner engagement. At the bottom right, there is a logo for CAST and a photo of a person wearing a hard hat and a safety vest, with the text "CAREER & TECHNICAL EDUCATION" next to it.

# Webinar Deliverables

- 10 webinars planned
- Topics created based on gap analysis and advisory board input
- Panel discussion to discuss [white paper](#) to close out the webinar series

# Webinar Schedule (1 of 2)

- Wednesdays at 2pm promoted through LEO's listserv
  - [Unlocking the Power of UDL 3.0 in CTE](#), October 16, 2024 (28 Attended)
    - Speaker: Donald Walker
  - [Developing a syllabus](#), November 16, 2024 (27 attended)
    - Speaker: Donald Walker
  - [Developing a lesson plan and assessment](#), November 21, 2024
    - Speaker: Donald Walker
  - **Perkins V overview, January 15 (47 attended)**
    - Speakers: LEO Team

# Webinar Schedule (2 of 2)

- Wednesdays at 2pm promoted through LEO's listserv
  - [Accessibility, part 1](#), February 19 (30 attended)
    - Speaker: Luis Perez, CAST
  - **Accessibility, part 2, March 19 (24 attended)**
    - Speaker: Luis Perez, CAST
    - Not recorded due to technical difficulties
  - **Special Population Resources and Information, April 15 (34 attended)**
    - Speaker: Jenifer Montag, National Center for College Students with Disabilities (NCCSD)
  - **Workforce Based Learning, May 7, 2025**
    - Speaker: Advance CTE – Work Based Learning Tool
  - **White Paper Panel Discussion, May 21, 2025**

# White Paper Panel Discussion

- Wednesday, May 21, 2025, at 2 p.m.
- [Discussion on the MI-CTE LEO-WD White Paper](#)
  - Amanda Bastoni presenting at ACTE VISION conference
- Panelist to include:
  - Karen Ball, Gogebic , Advisory Board Member
  - Ariel Maturine, Jackson College, Advisory Board Member
  - Donald Walker, CAST
  - Amanda Bastoni, CAST



# Tailored PD

- Six professional development sessions offered at no cost were delivered
  - Length of time ranged from one to three hours
- College/University
  - Gogebic: Intro to UDL, one session, attendance: 20
  - Bay Mills: Intro to AI & UDL in CTE, one session 5/14/25
  - North Central Michigan: Intro to UDL, two sessions, attendance: 11 & 14
  - Jackson: Intro to UDL & Supporting Student Learning two sessions, attendance: 19 & 19
  - Lake Superior State: Intro to UDL, three pre-recorded lessons

# Feedback

# Tailored PD Feedback



Donald,

I just wanted to let you know how much I appreciated your presentation to us at Gogebic Community College yesterday...As an instructor for the past 7 years, I have really been hyper focused on content delivery and have not spent nearly enough time considering the barriers that my students may face.

Your presentation really opened my eyes to a lot of simple things I can do in order to build that better connection with my students and increase their experience. I just wanted to thank you and let you know that your session was by far the most productive professional development meeting that I have been a part of in my 5 years here as a full-time instructor.

Matt Gage

Anatomy and Physiology Instructor



This was a great, inspiring session, and you are such an effective educator. We needed this and I'm so excited for our next session next week.

Erin Sonneveldt  
North Central Michigan



Thanks (for)...all your great work on getting JC connected with the wonderful folks at CAST – we really appreciate their work, and our folks loved the PD workshop that Donald ran last month! Heard lots of great compliments on that one.

Steve Tuckey  
Jackson College

# Monthly Webinar Feedback



I have been training faculty and staff on accessibility for a couple of years, and I found the training to include useful content and encouraging in the fact that we should always be striving to improve.

Alpena Community College



Clearly articulated the importance of taking into account the "whole" of each of our students as we design lesson plans and assessments for our courses.

North Central Michigan College



I appreciate cultivating a safe place to have expression of diverse opinions and ideas.

Mott Community College



The presenter met all my criteria for a successful workshop.

ACTE VISIONS Conference Member

# Takeaways

- PD is wanted/needed
- 3rd party was very helpful but not sustainable
- The cost was an incentive
- Someone helping the planning
- UDL was received well as a pedagogy
- The online format is the bridge

**Year 3**

**Tailor, Promote and Gather Data**

# Year 3 Deliverables

- Develop four career pathway specific courses for MI CTE Learn
- Continue to promote the CTE Learn courses through appropriate venues

# Year 3 Deliverables

- Compile feedback from deliverables in years 1 & 2
- Provide final report all professional development/technical assistance activities, including events, evaluation results, and numbers served

# Career Pathways Specific Courses (1 of 3)

- Courses focused on new teachers
- Top three career pathways in MI
  - Courses: Health Sciences, Business, Information Technology
    - Concentration data provided by LEO-WD
- Identify a lead instructor
  - Support of LEO and Advisory Board needed
- Create focus groups to review the courses
  - Two teachers (one content/one UDL)
  - Stipends will be provided for course development and review
  - Course creation \$1500
  - Review content \$500

# Career Pathways Specific Courses (2 of 3)

- Concepts for the career pathway specific courses
  - What is CTE? How does it work in MI? (Perkins V, high quality teaching, organizations to join)
  - How to write curriculum/lesson plans
  - Communication with students, i.e., syllabus
  - Assessments
  - What is work based learning?
  - Aligning curriculum with industry credentials (Perkins requirement)
  - Dual Enrollment
  - Importance of professional development

# Career Pathways Specific Courses (3 of 3)

- Career specific courses will be based on the [CTE Learn format](#)
  - Four separate modules within each course
  - Each module has six sections
  - Quizzes to be completed at the end of each module and a final quiz at the end of the course
  - Every module provides the opportunity for reflection and personal insights
- Stipends will be paid out in two parts
  - Course creation \$1500
  - Review content \$500

# Need Teachers!!!

- Need a teacher for each career course
  - Health Sciences
  - Business
  - Information Technology
  - Automotive (electric vehicle) - Possible
- Have modules online January 2026
- Contact Donald Walker [dwalker@cast.org](mailto:dwalker@cast.org)
  - Course creation \$1500
  - Review content \$500

# Promotion and Feedback

## Michigan based conferences

- MODAC
- TRENDS
- MCAN
- MICEC
- MI Center for Student Success (Lansing)
- MOSPA
- LEO special group meetings
- Promotional PowerPoint card & script for LEO presentations
  - Same for advisory board and other willing organizations
  - Promotional video
- Additional organizational sites (MCAN/MCCA)

# Final Report

- Project deliverables
- Metrics collected, i.e., participation numbers from webinars, courses, etc.
- Feedback
- Best practices determined
- Recommendations going forward

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