

## CATER FAQ – March, 2010

**1. Which teachers are eligible to participate in the CATER pilot program?**

Career and Technical Education teachers who are funded or whose positions are eligible for Perkins funding, who have completed FOR-PD (or another competency 2), the face-to-face CAR-PD Academy, and the practicum. These teachers also must have a state issued certificate so the Reading Endorsement can be attached.

**2. Can teachers who have a district issued certificate still participate if they understand they cannot be awarded the Reading Endorsement?**

Teachers who have a state issued certificate will receive priority; however, if slots are available for this summer's training, teachers with district issued certificates who have completed CAR-PD, including the practicum, may be accepted to participate. They will not be able to provide reading intervention in their CTE courses to students who scored at Level 1 and are fluent readers, but will be able to provide intervention to students who scored at Level 2 and are fluent readers if the school district opts for them to do so, as is current practice for teachers who have completed CAR-PD.

**3. If a district can provide stipend money for teachers and coaches to attend this summer's professional development is it possible that additional CTE teachers can be served?**

It is possible that we could expand the pilot if districts can provide funds in addition to the funds provided by the Division of Career and Adult Education.

**4. Who ultimately decides where students will receive reading intervention?**

The decision of where students are served in reading intervention is determined by each school district who documents their intent in their K-12 Comprehensive Reading Plan.

**5. If the school district chooses, which students does the state allow teachers who are involved in the CATER pilot program to provide reading intervention to?**

Teachers who complete CATER will be qualified to provide reading intervention within their CTE courses to students who scored and Level 1 and Level 2 and are fluent readers, based on district assessments and policies. They may begin serving these students in the 2010-11 school year.

**6. May teachers who are state certified in another area rather than the CTE courses they teach participate?**

Since these teachers have a state certificate to which the Reading Endorsement may be attached, and are teaching CTE courses, they may participate in providing intervention to fluent Level 1 and Level 2 students through the CTE cours(es) that they teach.

**7. May teachers who are not currently teaching CTE courses but serve as paraprofessionals participate?**

Since we are attempting to impact as many CTE teachers who currently serve in classrooms as possible, only teachers who currently teach and will teach CTE courses in 2010-11 may participate.

**8. Is it possible that districts could require CTE teachers to teach reading courses instead once they have their reading endorsement?**

This is possible, but it is hoped this project will enable more students to receive reading intervention while enrolled in their CTE courses. This could increase the number of students provided with work-related skills along with improving their reading abilities.

**9. Is it possible for other content area teachers who have the Reading Endorsement to serve students who scored at Level 1 and are fluent readers to provide intervention in their content areas?**

This special pilot project allows these CTE teachers to serve students who scored at Level 1 and are fluent readers to be served in their CTE courses; however, it is not permissible for other teachers with the Reading Endorsement to serve students who scored at Level 1 and are fluent readers. Students who scored at Level 1 should be placed in an intensive reading class if they are not served under the auspices of this project.

**10. What kind of time commitment will be needed from district support coaches and/or reading coaches in the schools?**

These coaches will need to facilitate the delivery of additional modules of professional development in order for the CTE teachers to complete their Reading Endorsement through the course of the 2010-11 school year. It is anticipated that the district coach(es) and the teacher(s) will need to meet together once a month and the district coach(es) will observe the teacher(s) once a month as well during the 2010-11 school year.

**11. Is there any compensation available to coaches for this additional work?**

While the state cannot provide any additional incentives for coaches, it is possible that districts may write compensation for coaches into their Perkins grants.

**12. Can CTE teachers at technical centers participate in CATER?**

Technical center teachers will be great candidates if they hold a state issued certificate and complete CAR-PD, including the practicum.

**13. Does a CTE teacher have to complete the 300 ESOL requirement for CATER?**

The requirements for the course these teachers are delivering instruction for (which is their CTE course) would remain in place for ESOL. The requirement

would only increase if they are teaching courses that require the additional ESOL hours. This is the same way that CAR-PD currently works.

**14. Will student learning gains be used as part of the CTE teacher's evaluations with CATER?**

We will not conduct individual teacher evaluations through this pilot. The focus of this pilot is to collect data, as we did with the initial implementation, to determine the effectiveness of this effort as a whole before we continue to scale up. With our first pilot implementation, we ended with a very small sample size due to the number of students on different schedules and with other differences in implementation. This larger sample size should provide enough data to truly determine the effectiveness of this intervention method.