

For Career and Technical Education Teachers, Practical Experience Matters

Research One-Pager

January 2023

IN BRIEF

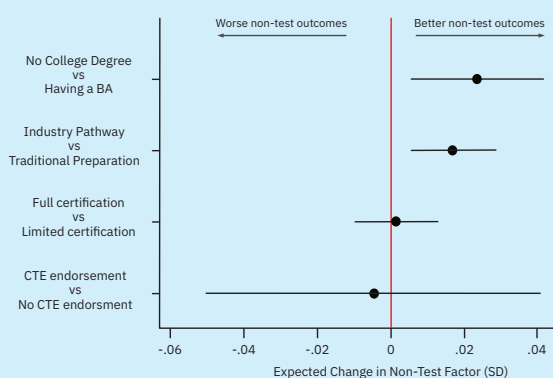
- **Renewed interest in CTE programs underscores the importance of high quality CTE teachers.**
- **But little is known about how different approaches to training CTE teachers are related to student success.**
- **Recent evidence from CALDER suggests practical knowledge and experience may matter more than traditional preparation for CTE teacher effectiveness.**

High school students with CTE teachers whose licensure emphasized industry experience have better non-test outcomes than students with traditionally licensed CTE teachers.

Our recent analysis of CTE teachers in Washington State found that students in CTE courses tend to have better non-test outcomes (like attendance, grades, discipline, and graduation) when they had teachers who entered the classroom through an alternative “Business and Industry” pathway that emphasized industry experience rather than a traditional preparation program.

Industry Experience and Skills – Not College Degrees or Traditional Training – Are Associated with Higher Non-Test Student Outcomes.

Expected Changes in Student Non-Test Outcomes with Select CTE Variables



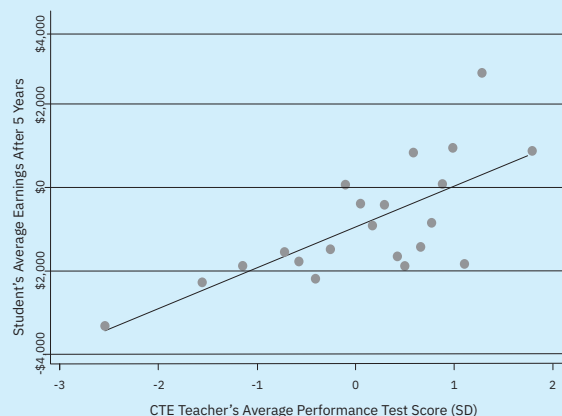
Source: Theobald et al. (2023)

CTE teachers' scores on technical performance tests are also associated with higher earnings for students after high school.

In a related study from Massachusetts, we found that students' longer-term earnings tended to be higher when they had CTE teachers who scored better on technical performance tests used for teacher licensure. The same was not true of written licensure tests.

CTE Teachers' Scores on Performance Tests are Associated with Higher Student Earnings After High School Graduation.

Relationship Between CTE Teacher Subject Performance Licensure Test Scores and Student Earnings after Expected HS Graduation



Source: Chen et al. (2022)

The Bottom Line

As states invest in CTE teachers with new funding and options under Perkins V, approaches to CTE licensure and preparation that prioritize practical experience and skills hold promise for identifying teachers who can benefit students in the short and long-run.

Go Deeper: www.caldercenter.org

Chen, B., Dougherty, S., Goldhaber, D., Holden, K., & Theobald, R. (2022). CTE Teacher Licensure and Long-Term Student Outcomes. *Education Finance and Policy*, 1-40.

Theobald, R., Goldhaber, D., Mallett Moore, E. (2023). CTE Teachers and non-test outcomes for students with and without disabilities. CALDER Working Paper No. 278-0123.