

Capitalizing on International Opportunities

With the demands of globalization and the drive for education reform around the world, CETE has assembled a team to work on a strategic plan for international initiatives. CETE has actually been working on projects in other countries since the 1980s, but the team is now refocusing the international efforts of the organization through three main activities:

- Founding membership in the U.S. Consortium for the International Export of TVET goods and services
- Utilization of the UNESCO-UNEVOC-US designation
- Collaboration with other Ohio State international groups and activities

International Export of Technical and Vocational Education and Training (IE-TVET)

CETE is one of the founding members of the IE-TVET consortium, whose mission is to increase the success of organizations from the United States to secure Technical and Vocational Training (TVET) projects around the world. Robert Mahlman, CETE Director, participated in a number of early startup activities for this group. Members of the consortium include not-for-profit and for-profit providers of goods and services for TVET. The goal is to facilitate collaboration between career and technical education (CTE) product and service providers and to share information on education activities in other countries, creating partnerships for the effective delivery of these goods and services.

Current activity involving CETE staff and consultants includes environmental scanning of TVET financing sources, conferences, and policy initiatives and loading them onto a common website for review. Current scanning includes databases of the World, African, Asian, and Inter-American Banks, USAID (the U.S. Agency for International Development), and the U.S. MCC (Millennium Challenge Corporation), with planned expansion into other sources of funding. The website, maintained by the consortium, also includes capacity information of the consortium members to help facilitate collaboration.

Other planned activities include marketing consortium membership to U.S. suppliers through additional workshops at conferences and also marketing internationally to TVET subsectors to promote the expertise of U.S. organizations. On March 10, IE-TVET held a special workshop, Exporting U.S. CTE Expertise: Locating and Applying for Opportunities, at the ACTE 2010 National Policy Seminar.

CETE is currently evaluating posted projects, identifying relationships that exist in countries through our faculty and staff, and building relationships with funders. Partnering with experienced consultants within the consortium can leverage capacity to fulfill the needs within the projects. CETE has been invited by consultants to consider participation in responding to RFPs (Requests for Proposals) and most recently has coordinated an EOI (Expression of Interest) for the Employer Driven Skills Development project in Jordan funded by the World Bank.

UNESCO-UNEVOC-US

One component of CETE's international initiatives is CETE's designation as the first and only U.S.-based member of the UNESCO-UNEVOC network, the key component of the UNESCO (United National Educational, Scientific, and Cultural Organization) international TVET program. This network now consists of 278 TVET centers in 166 UNESCO member states. The mission is to collaborate to develop and improve TVET worldwide, especially in developing countries, including BRIC (Brazil, Russia, India, and China). TVET professionals are linked across the globe through an e-forum to exchange information and experiences.

With the help of the international center in Bonn, Germany, CETE has identified the highest-performing UNEVOC centers to benchmark their expertise and success in resource development. These include centers in Finland, Germany, Ireland, Kenya, Philippines, Sweden, and Thailand. The CETE international team will then update the strategic plan and scope for UNEVOC-US. CETE representatives met with the U.S. Director of the UNESCO National Commission and other staff within the U.S. Department of State on March 9, 2010, to learn their perspectives regarding our center. The next annual UNESCO National Commission meeting will be held on May 26, 2010.

Collaboration within Ohio State

With the university engaged in broadening its global activities, CETE would like to work with other groups internally to share networks and build relationships in other countries. UNEVOC-US may be a vehicle to expand research, teaching, and engaged outreach of the entire university.

CETE plans to meet with individuals in the College of Education and Human Ecology and expand conversations to the Office of International Affairs to see how we can help identify

Project KNOTtT News

by Paula Kurth

Project KNOTtT (Kansas, Nevada, Ohio, and Texas Transition to Teaching) announces the beginning of a new e-coaching series, Classroom Support. These sessions are conducted via Microsoft Live Meeting by a content expert twice a month. Project KNOTtT staff hope the online learning community will find the support helpful, whether they are in their first, second, or third year of teaching. Topics to be shared currently include classroom management strategies, communicating with families, and assessment strategies. More topics will be developed in the coming months as support areas are identified by teachers of record in Project KNOTtT. Rebecca Parker, The Ohio State University, and Marsha Owens, Virginia, were responsible for developing these sessions.

The David L. Clark National Graduate Student Research Seminar, in conjunction with the American Educational Research Association and the University Council for Educational Administration, brings together emerging educational leadership and policy scholars with noted researchers for two days of presentations, generative discussion, and professional growth. Individuals are selected in a highly competitive process: Doctoral students are nominated from universities in the United States, Canada, and abroad; from the group of nominees, a small number are selected to attend the seminar; selection is based upon the lengthy proposal each is required to submit. Doctoral student David Fultz was selected to attend the seminar, which will be held in late April in Denver, CO. Mr. Fultz is a graduate research associate on Project KNOTtT and is currently working on his dissertation in educational policy and leadership.

“E-coaching to Accelerate Authentic Web-Based Professional Learning for Beginning Teachers” was presented by Project KNOTtT partners at the 20th Annual Conference of the National Association for Alternative Certification (NAAC), held January 26-29, 2010. Although the project’s website supports professional development (PD), it goes further by providing professional learning (PL) through, for example, unscripted online conversations with e-coaches. Presenters included Belinda Gimbert, Anika Ball Anthony, Rebecca Parker, and Brad Henry, The Ohio State University; Dena Durish, Clark County School District, NV; Nell Ingram, Cassaundra Ensley, and Juanita Wilson, Dallas Independent School District, TX; and Martha Young, University of Nevada, Las Vegas. In 15 other sessions, 9 KNOTtT partners either presented, presided, or moderated.

On January 29, all KNOTtT participants were invited to attend a keynote address on multicultural issues in urban education given by Clarence E. Glover, Jr., Executive Director of Multicultural Education, Dallas Independent School District. The presentation was sponsored by the University of Nevada, Las Vegas, Project KNOTtT federal grant funding.

At the end of the NAAC conference, Project KNOTtT Interns met for training related to taking and passing the Praxis II: Principles of Learning and Teaching (7-12) test. General information on the test, assistance with multiple-choice questions and practice and constructive response questions and practice, and e-coaching were provided by facilitators Melissa Dudley, Consultant; Belinda Gimbert, Principal Investigator; Rebecca Parker, Senior Project Manager; and Brad Henry, Systems Specialist. Participants were primarily Teachers of Record from Nevada.

Greg Nagy, Project KNOTtT, has developed a new video that will appear on the KNOTtT website. The video provides an overview of this Transition to Teaching project and can be found at <http://knottt.net>.

New CETE Website

by Greg Nagy

The CETE website was recently updated with a new look and added content. Following the conventions of The Ohio State University website and the College of Education and Human Ecology website, the new design will allow you to find content with fewer clicks.

To be more user friendly, every page on the site has a consistent look and navigation. For example, the staff directory link is located at the top right of every page. In addition, new features have been added, including a Google search built into the bottom of the homepage, a Google calendar for listing CETE events, and a Google translate tool at the bottom of every page to render the page into many different languages.

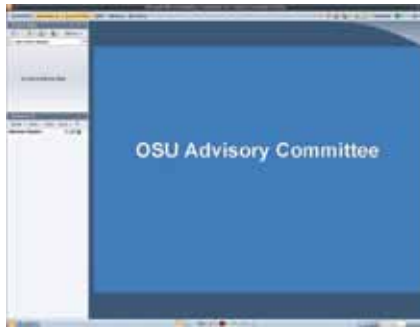
The website content has also been updated to reflect our evolving expertise and interests in workforce development and lifelong learning. Visit the site regularly at www.cete.org to see what’s new and meet our staff.

Using Distance Technology to Facilitate Meetings

by Adrienne Glandon

The ABLE Evaluation and Design Project at CETE has expanded its use of distance technology to facilitate meetings this year. Specifically, the project is using a blend of face-to-face and distance meetings with its advisory committee this year.

Previously, the Advisory Committee met face to face three times a year. This involved participants from all over the state driving to Columbus for a day-long meeting. With CETE's purchase of a license for Microsoft Live Meeting, participants are now able to join the meeting from the comfort of their offices.



Distance meeting software is interactive, allowing participants and the presenter to see and hear each other. In addition to the audio and visual interaction, handouts can be downloaded, materials can be presented, and sessions can be recorded then shared at a later date with members not in attendance.

Using distance technology benefits both meeting participants and project staff. Participants are able to save time and travel costs by not needing to travel. Project staff members are able to focus on the meeting content rather than on the logistics associated with planning and executing a face-to-face meeting. Another benefit to virtual meeting is that project staff can be more reactive to time-sensitive content since meetings can be pulled together quickly and more easily.

Because of the interaction this technology allows, it can easily be used for more than meetings. It is a great benefit to CETE's professional development activities as well.

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opportunities in other countries for Ohio State. We would also like to collaborate with the Area Studies Centers and other OSU colleges and centers such as CIBER (Center for International Business Education and Research) to help in the mission for U.S. students to become more global, and invite international students to help with projects.

Field Testing for New Ohio CTE Tests

by René White

Under Articulation through Assessment, CETE is revising Ohio's career-technical education (CTE) testing system to better serve the needs of CTE students in transition to postsecondary institutions.

CETE began development of several revised tests last year. The second phase of test development, field testing, is now in progress for those tests to collect data on the quality of individual items and tests. Selected items are aggregated into final test forms that are expected to be administered to approximately 65,000 students. Field testing has begun for these nine tests:

- Business Management
- Marketing Management
- Information Support and Services
- Interactive Media
- Network Systems
- Programming and Software Development
- Ground Transportation: Automotive Technician
- Ground Transportation: Collision Repair Technician
- Ground Transportation: Medium and Heavy Transportation Equipment Technology

Field testing began on February 1, 2010, and will continue through June 15, 2010. All students listed in relevant CTE programs are eligible to take a field test. Field tests are offered at no cost, but in order to register students for exams you must have ordered at least one test module through the Webxam ordering system.

Preliminary scores from the field tests will be available immediately after submission, but after final tests are created, data will be rescored and final scores will be posted in October 2010 for internal use by participating districts. Field test results will not be used for accountability.

For more information about field testing, contact Webxam Support by e-mail at webxam@osu.edu or call 614/292-4988.

CETE Co-authors Contribute Article

James W. Altschuld, Emeritus Faculty, and Traci L. Lepicki, Program Director, co-authored an article on needs assessment in education for the upcoming third edition of the *International Encyclopedia of Education*. The article begins with an introduction to needs assessment and needs assessment models followed by a discussion of situations and applications for needs assessment in education. It is anticipated that the encyclopedia will be available later this year from Elsevier.

Events

DACUM/SCID

DACUM (Developing a Curriculum) Institute, May 3-7 or July 12-16, 2010, 8am-5pm, hosted by CETE, Columbus, OH; \$1,495

SCID (Systematic Curriculum and Instructional Development), May 10-14 or July 19-23, 2010, 8am-5pm, hosted by CETE, Columbus, OH; \$1,395

For information, contact Robert Norton, norton.1@osu.edu; John Moser, moser.120@osu.edu; Debbie Weaver, weaver.22@osu.edu; www.dacumohio.state.com.

Test Development Workshop

July 12-14, 2010, 8:30am-4:30pm, Columbus, OH; \$1,100

Constructing valid, reliable assessments of job-specific knowledge and skills is critical to effective human resource practice. This workshop provides participants with practical knowledge and skills to understand the creation of valid, reliable, and legally defensible assessments. For information, contact Kathy Summerfield, summerfield.1@osu.edu or 614/688-4000, or Jim Austin, austin.38@osu.edu or 614/292-9897.

Ohio Teaching Professions Pathway: Webxam Portfolio Rating System

by James T. Austin

The use of alternative assessment systems has grown with the creation of new career fields and pathways. Such growth places a premium on data collection to support such innovations. CETE staff, supported by the Ohio Department of Education, recently created an online portfolio rating system to support the Education and Training Career Field, Teaching Professions Pathway. This pathway supports secondary students interested in exploring the teaching profession. In Ohio, this program features one- and two-year programs that require students to prepare a portfolio matching a five-section rating rubric created by a panel of secondary teachers working with postsecondary partners (teacher educators). The five sections of the content standards and the rubric are I) Preparation for a Career in Education, II) Organizing Content Knowledge for Student Learning, III) Creating an Environment for Student Learning, IV) Teaching for Student Learning, and V) Teacher Professionalism.

When students submit their portfolio, this tool, deployed as an add-on to Webxam, provides a distance capability for two raters to provide their judgments of the rubric. First, raters are activated by the teacher. They then receive login credentials by e-mail from CETE staff, which enables them to log in and finish providing information about themselves. Next, they use the online rating tool to provide their ratings on the rubric elements with a PDF rating rubric as an aid to completing their task. Finally, they submit their ratings and log out of the system. Teachers can access ratings, which are finalized when both raters have submitted their judgments. A third rater can be activated if there is a large discrepancy between the two raters. A small field test was carried out during 2008-2009 and the system was rolled out during a meeting held in late October 2009 for a group of nearly 80 teachers assembled in Columbus for professional development.

Centergram is published quarterly by the Center on Education and Training for Employment, College of Education and Human Ecology, The Ohio State University, 1900 Kenny Road, Columbus OH 43210-1016; 800/848-4815; fax: 614/292-1260; cete.org. Editing and Layout: Sandra Kerka.

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