

NETWORK . COLLABORATE . LEARN . GROW . BUILD . IMPACT

# NEXTLEVEL POSTSECONDARY CTE LEADERS

Sponsored by **ECMC** Foundation Powered by **ACTE**

# Take POSTSECONDARY CTE to the next level



# A

CTE is honored to introduce *Techniques* readers to this esteemed group of postsecondary career and technical education (CTE) leaders. They make up the fourth cohort of NextLevel Postsecondary CTE Leaders at ACTE, sponsored by ECMC Foundation. As a yearlong professional development (PD) program, 17 fellows build their leadership abilities as they work alongside peer professionals and an experienced mentor.

Recently, they all took the time to speak with *Techniques* about the value of high-quality PD and how they hope to elevate their interpersonal skills and capacity to communicate, collaborate, network, problem solve, and use time and resources effectively. We also discussed the important role of technology in meeting the diverse needs of all learners.

## The NextLevel Postsecondary CTE Leadership Program is made possible through the generous support of the ECMC Foundation.

ECMC Foundation is a Los Angeles, California-based, nationally focused foundation whose mission is to inspire and to facilitate improvements that affect educational outcomes — especially among underserved populations — through evidence-based innovation. It is one of several affiliates under the ECMC Group enterprise based in Minneapolis, Minnesota. ECMC Foundation makes investments in two focus areas (College Success and Career Readiness) and uses a spectrum of funding structures, including strategic grant-making and program-related investments, to invest in both nonprofit and for-profit ventures. Working with grantees, partners and peers, ECMC Foundation's vision is for all learners to unlock their fullest potential.

Learn more about ECMC Foundation. [ecmcfoundation.org](http://ecmcfoundation.org)

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Professor of Cuisine Management & Co-department Head  
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**Barbara Joelle Wahi**

Director of Work-based and Experiential Learning  
Amarillo College



**Brendan Murphy**

STEM Education Coordinator  
Northern Virginia Community College



**Karla Head**

Director  
Alaska Technical Center



# What skills do you hope to develop as a fellow in the **NEXTLEVEL POSTSECONDARY LEADERSHIP PROGRAM?**

## **LEADERSHIP**

**Developing effective teams**  
**Political advocacy**  
**Facilitating institutional change**  
**Access & equity for underserved populations**  
**Supporting access to rigorous, relevant curricula**  
**Strategic planning**  
**Emotional intelligence**  
**High standards of accountability**  
**Aligning programs of study with workforce needs**  
**Respect from others**  
**Recruiting diverse students from Special Populations defined by Perkins**  
**Changing the narrative in secondary education**

**Engaging students, families & local leaders**  
**Better listening techniques**  
**Advocacy**  
**Candid conversations**  
**Effective communication to influence change & promote positive outcomes**  
**Public speaking**  
**Writing**  
**Assertiveness**

## **COMMUNICATION**

# PERSONAL DEVELOPMENT

**Focusing on a growth mindset**

**Intentional reflection**

**A stronger vision for the future of CTE**

**Awareness of current events**

**Learning from peers and mentors**

**Subject matter expertise**

**Professional development in access & equity**

**Organizational leadership**

**Time & resource management**

**Using technology and data to make informed decisions**

# NETWORKING

**Meeting new people**

**Increased collaboration**

**Fostering community & culture**

**Mentorship**

**Strategies for employability skill development**

**Developing partnerships with local business and industry**

**Knowledge of trending concepts and skills**

**Building stronger relationships**

**Sharing of support strategies for students, faculty & staff**

**Learning more about program & curriculum development**

# How can professional development help educators **BETTER MEET THE NEEDS OF ALL LEARNERS?**

“First and foremost, if you are not already an ACTE member, become one now! There are so many tools and resources available to you, including professional development opportunities that help every administrator and educator better meet the needs of students and their organizations. You can learn about funding opportunities, standards, reporting criteria, accountability requirements, and how to get involved to advocate for CTE. You can also learn how to get your students involved in CTSOs so they can grow and develop their leadership skills.”

**—JENNIFER KLINE**

“Professional development assists educators in aligning the demands of the changing workforce with modern instructional approaches to ensure learning objectives are met.”

**—JUSTIN ERICKSON**

“Through PD, educational leaders gain practical strategies that can be applied and practiced within our various work environments. This allows us to expand and improve educational environments and opportunities, not only for students but for all stakeholders.”

**—KARLA HEAD**

“Having a diverse network of CTE leaders from all over the country is invaluable. It is great to know that there are others sharing the same experiences in education. The many backgrounds and years of educational experience within our cohort have allowed us to discuss different ways to approach the needs of all learners.”

**—ROBERT EARL FREDERICK JR.**

“The professional development opportunities offered by ACTE will help educators better meet the needs of all learners by providing tools, resources and skills that force us out of our comfort zones. PD makes it possible for educators to collaborate and learn from others’ diverse perspectives. These opportunities encourage us to look again at current teaching methods and make changes as needed. And they also teach us to appreciate the use of data in informed decision-making. This work can have a long-lasting impact on learners, the learning institutions and the nation.”

**—RIGIETA LORD**

“When instructors receive high-quality professional development in CTE, our students then receive high-quality instruction and the support they need to be successful.”

**—CHRISTINE STORMS**

“The professional development opportunities offered by ACTE and sponsored by ECMC Foundation focus on messaging. PD programs like these help us learn how to engage and grow, effectively and efficiently. ACTE also provides regular webinars that keep me aware of successful CTE initiatives in other states, and they allow for networking to enhance opportunities for students in my state.”

**—BRYAN “B.J.” BERTUCCI**

“Professional development helps us grow through collaboration, conversation and mentorship. Working with people at the top of their professions can encourage new ideas and create best practices. These opportunities then affect all educators as we disseminate information that we learned with our colleagues at home.”

**—SHEILA HYDE-CLOWER**

“Opportunities like the NextLevel Postsecondary CTE Leadership Program can have a systemic impact on a participant’s practice. Investing in emerging leaders at all levels of education creates a ripple effect that promises to create opportunities for growth in secondary and postsecondary CTE. Bringing together multiple, diverse viewpoints — and providing leaders with the tools, resources and skills to increase their impact and effectiveness — creates a powerful professional learning network. The connections we make will last much longer than the program itself.”

**—GINGER TEDDER**

“Professional development is extremely important for educators. Many times, we can get bogged down in our day-to-day tasks, so opportunities such as those from ACTE provide occasions for us to learn from leading education professionals and each other. I find networking with peers to be one of the most valuable outcomes from PD — discussing common challenges and sharing ideas to overcome these challenges. These opportunities expose us to different ideas, different ways to view an issue, and alternative methods to accomplish the same result. We can then take all this back to our institutions and make improvements that benefit everyone.”

**—NICOLE THOMPSON**

“To be successful, educators must demonstrate proficiency in their subject area and in that area’s relationship with related content. Further, educators must evolve their pedagogical and practical approaches with emerging research and technologies. This is a challenge that requires individual research as well as support from experts in professional development.”

**—BRENDAN MURPHY**

“It’s often said that ‘you don’t know what you don’t know.’ Professional development activities not only provide formal presentations but also allow for informal networking with peers to collaborate on focused topics.”

**—JULIE SIMMS**

“By supporting and encouraging continued professional development, educators can expand their knowledge and keep abreast of latest developments and current trends in their field.”

**—LUANNE COOK**

“Industry subject matter experts who then teach CTE often don’t experience formal teacher training. Professional development from ACTE can help bridge the gaps. High-quality training in best teaching practices, in addition to collaboration with seasoned educators, can make the difference in students’ academic and professional successes.”

**—JOANNA COLLINS**

“Learning about the latest data and research has affected my overall teaching practice in a positive way. I’ve reviewed my current courses, applied what I have learned, and shared new knowledge with my colleagues.”

**—LARRY PAREDES**

“PD can help educators better meet the needs of all learners by creating a gathering space that allows us to hear from established leaders in the field, share best practices with each other, and use all of this information to think critically. Each activity and presentation in the NextLevel Postsecondary CTE Leadership Program has been relevant and thought-provoking.”

**—GIUSEPPINA STIGLER**

“Professional development can transform educators into better and more apt leaders by enabling them with tools to define, assess and build upon their current skills, knowledge, and abilities. Programs like NextLevel foster collaboration, networking and learning with the goal of transforming student learning and career growth opportunities.”

**—BARBARA JOELLE WAHI**

# In what new ways have you used technology to **ENHANCE THE DESIGN AND DELIVERY OF HIGH-QUALITY CTE?**

“At Emily Griffith Technical College, we are using Moodle to facilitate hybrid training and mentoring sessions for new faculty.”

**—JULIE SIMMS**

“COVID-19 has been a huge catalyst in the use of technology for design and delivery of educational programs. During the early part of the pandemic, the question was raised on how to sustain employer input on CTE curriculum development. Amarillo College opted for new technology tools to support collaboration. The technology provided a platform where college staff, employer partners, and stakeholders communicated and collaborated to ensure program alignment.”

**—BARBARA JOELLE WAHI**

“I teach information technology courses mostly online, and some topics can be so technical that students need face-to-face interaction. In the past, I offered time on campus to meet. But recently I have moved to offering that time in a virtual classroom. The IT program also uses a platform that provides remote access to high-quality virtual labs, which allows students to acquire hands-on practice in a unique way.”

**—NICOLE THOMPSON**

“Technology is integral to enhancing the design and delivery of high-quality CTE.”

**—KARLA HEAD**

“As a recruiter and retention specialist for CTE, I use technology in many ways. Allegany College of Maryland (ACM) recently remodeled its technology building to include an Anatomage Table, zSpace tools, and simulation labs for the Allied Health programs. By encouraging tours to prospective students, we can show them the latest technology ACM has to offer.

“ACM also recently collaborated with Allegany County to open Western Maryland Works, a large, high-tech training facility to meet changing workforce needs. Technology can enrich students’ learning experiences and help inspire them to choose CTE.”

**—LUANNE COOK**

“Louisiana’s CTE leadership team has worked with statewide, regional, and institutional stakeholders to provide PD in virtual and hybrid instruction; institutions have purchased multiple virtual reality machines aligned to automotive, health sciences, and manufacturing; and the team has assisted regions in establishing virtual platforms that provide information on programs of study, resources for special populations, job projections, and more.”

**—B.J. BERTUCCI**

“I led a virtual reality pilot project and analyzed data from that pilot at a former employer: ECMC Education, doing business as Altierus Career College.”

**—CHRISTINE STORMS**

“Over the last couple of years, we implemented the use of a Salesforce database to better track the support of CTE students by my grant program. This has helped increase outreach and student engagement. We have also continued to provide opportunity for remote meetings and workshops.

“Additionally, the grant supports funding for updated technology required to deliver high-quality CTE in our degree and noncredit programs. Students have had the opportunity to learn health care, technology and music production skills through hands-on experiences with 3D printers, simulation labs and more. I am excited to continue enhancing our CTE programs with additional technology.”

**—GIUSEPPINA STIGLER**

“The use of Canvas along with the online tools from Pearson and ATP have really helped keep students engaged. With these resources learners can become more efficient in the lab and in the classroom. Having use of a full-service dining hall — equipped with a point-of-sale system used in the industry — helps our culinary students gain tangible, transferrable skills.”

**—ROBERT EARL FREDERICK JR.**

“The pandemic challenged us to accept technology as a means of instructional delivery. I use technology in our CTE boot camp, and the completion rates have increased tremendously as students discover their potential and explore their interests in virtual career development scenarios. Further, technology has allowed us to expand to distance education centers that are farther away from the business center, which provides a valuable opportunity for previously underserved communities.”

**—RIGIETA LORD**

“From an operations side, new dashboard models are being developed for better decision-making. An institution can be data-rich, but how the data is presented is key.”

**—JUSTIN ERICKSON**

“A vast number of my students work full or part time. So, as I’m developing curriculum, I make sure all assignments can be completed in an online format using the learning management system. I also verify that all materials can be read on cell phones. The ability to record lectures using online and smartboard technology has been a game changer, as this gives students the opportunity to work at their own pace.”

**—LARRY PAREDES**

“Since I have worked for Northern Virginia Community College, I have had the opportunity to learn new digital fabrication tools and accompanying software like 3D printers, laser cutters, large format printers and UV printers. I have had the opportunity to help develop programs that give meaningful access to these tools. When students explore emerging technologies, they can begin to develop technical and creative problem-solving skills.”

**—BRENDAN MURPHY**

“I have been using simulation, flipped classroom and other academic enhancements since before the pandemic forced us to reimagine teaching. But COVID-19 really, really changed the way we approach technology. A wide variety of new resources to enhance content delivery have emerged. Online simulations, which now include the use of artificial intelligence, can interact and change in response to students’ behaviors — helping to evaluate for critical thinking ability. These activities and others engage students while providing meaningful learning experiences.”

**—JOANNA COLLINS**

“The past few years have proven that we can use technology to train students in technical skills and to deliver didactic content. Technology has aided in assessments, feedback, data collection and reporting. Further, our students are using technology in the classroom now more than ever, and they will be expected to continue navigating new tools throughout their careers.”

**—JENNIFER KLINE**

“The pandemic-related changes in technology use have encouraged me to be more creative with assignments and projects that demonstrate learning. In one class, students make a short instructional video on a specified topic instead of taking a quiz. In another, they can film video responses for discussion boards. These ideas are just the tip of the iceberg. And I look forward to learning what others are doing so I can bring those best practices back to my college.”

**—SHEILA HYDE-CLOWER**

“Currently, in my work with new teachers, I encounter technology skills that range from novice to expert and perspectives ranging from excitement for new trends to asking for the return of their paper and pencil. This presents a challenge that we have had to address.

“We find ourselves using more interactive polling/classroom response systems to get instant feedback and pivoting almost daily to meet their needs. We focus on getting our teachers comfortable with the devices they know, like their cell phones, providing enrichment sessions. Additionally, we use QR codes and scavenger hunts to further embed technology via practical activities they can adapt to their classrooms.”

**—GINGER TEDDER**

# FINAL THOUGHTS

"I hope to gain as much knowledge as I can from this fellowship. And I hope to emulate the listening and communication, empathy, and accountability skills of my mentor, Dr. Genevieve Howard."

**—ROBERT EARL FREDERICK JR.**

"I am honored to be part of the NextLevel Postsecondary CTE Leaders program. Getting to network with experienced leaders across the nation has opened up many resources for me. I have learned so much in such a short period of time."

**—JENNIFER KLINE**

"In collaborating with colleagues through ACTE, we solve problems, support one another, and work to enhance CTE in our institutions and states, and nationally."

**—B.J. BERTUCCI**



"Thank you for this opportunity."

**—GINGER TEDDER**





“The NextLevel Postsecondary CTE Leaders program supports my passion and confidence to work toward goals. The cohort team and mentors provide a learning experience that is helping to propel me into a future of CTE leadership. I am honored and will challenge myself to break barriers.”

**—LUANNE COOK**

“If you are passionate about CTE, I would encourage taking advantage of the programs that ACTE has to offer. It has been an honor meeting fellow professionals and to learn about the incredible things they are doing for students and for CTE.”

**—LARRY PAREDES**



“It is a privilege to be a fellow with ACTE and the ECMC Foundation. This program offers a boost in my professional career and my personal development. The monthly webinars have enabled me to learn and network with other fellows, and the regular meetings with my mentor provide an opportunity to learn and unlearn CTE practices.”

**—RIGIETA LORD**



# Techniques

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