Warm Up

• Talk with your shoulder partner about the following:
  – What are you currently doing to recruit CTE teachers on your campus or district?
  – How are you providing support to your new CTE teachers on your campus or district?
Responses

• To recruit: ESC can collect list of openings in districts and share them out
  – Share with professional education organizations
  – Share with professional business/industry organizations

• To support:
  – Professional development provided by ESC’s
  – Provide continuous support from administration
Essential Questions

• What can we do in our district to recruit the highest quality candidates to work for us?
• After we have hired the right candidate, how can we retain that person for the foreseeable future?
Employment Scenario

• Your role: You are in charge of hiring CTE teachers in your district.

• Your quest: You have just found out that two of your veteran health science teachers have decided to return back to working in health care. It is up to you to hire a two new health science teachers.
Let’s Start By Talking About Employee Recruitment
Job Posting

- Problem: A lot of times the job posting is very vague and written with a core academic teacher in mind.

- Solution: Tailor the job postings so that they are specific to the CTE position that is being hired for. Some things you may want to include are:
  - Management of a CTSO
  - Lab or shop management responsibilities.
  - Practicum and career prep duties
Job Fairs

• Problem: The staff at job fairs sometimes don’t understand what the CTE teacher is going to be doing in the classroom.

• Solution: Talk to the job fair staff about the job description and the qualifications needed to perform this job well.
Advisory Board

• Problem: Our advisory boards are sometimes underutilized for their connections to qualified candidates.

• Solution: Call your advisory board members for that career cluster and see if they know anyone that they think would be a great candidate for the classroom.
Job Shadowing

• Problem: You advisory board has suggested a candidate. After talking to the candidate he or she may be interested in teaching but has no idea what it is like to be in a classroom.

• Solution: Create an opportunity for the candidate to go to a school and watch another health science teacher teach for the day.
Salary Structure

• Problem: The school district down the road pays health science teachers more.

• Solution: Come up with some creative ways to increase salaries. Some ideas my include:
  – Pay for the teachers alternative certification
  – Provide a stipend for teachers in CTE areas that are in high need.
  – Provide additional pay steps to match the candidates work experience in health care.
2 Year Pay Step Option

RULE §153.1021 Texas Administrative Code (TAC):
• (i) Credit for career and technology teachers. In accordance with TEC, §21.403, effective with the 1982-1983 school year, certified career and technology education teachers employed for at least 50% of the time in an approved career and technology position may count up to two years of work experience for salary increment purposes if the work experience was required for career and technology certification.

Subtitle D § 21.403 Texas Education Code (TEC):
• (b) For each year of work experience required for certification in a career or technological field, up to a maximum of two years, a certified career or technology education teacher is entitled to salary step credit as if the work experience were teaching experience.
Employment Scenario Continued

• You have good news. After several interviews in May, you have found two health science teachers who would have agreed to take a job at the high school next year.

• Your quest: It is now your job to create ways to help retain and support your two new health science teachers.
Let’s End By Talking About Employee Retention
Think/Pair/Share

• Think about teachers who have left your campus, what are the top reasons you have been given as to why they have resigned?
Responses

• Top reasons for resignations
  – Did not feel supported on campus
  – Lack of mentorship
  – Return to business/industry jobs
  – Did not feel included
  – Did not receive feedback from administration
  – Weak instructional culture on campus
  – Administration did not address ineffective teachers
Teacher’s Assignment and Workload

• Classroom located near the mentor
• Minimal number of preparations
• Permanent classroom
• Limited extracurricular activities
• Grade/subject matches certification
• Stable teaching assignment
Professional Development

- Training must be early, engaging, regularly repeated, and monitored for implementation. Suggested topics for professional development could include:
  - managing classroom and/or lab/shop setting.
  - work-based learning.
  - academic integration in CTE.
  - curriculum integration.
  - district and campus policies and procedures.
Summer Conferences

• Summer CTE conferences allow new teachers to:
  – connect with other colleagues in their geographic area.
  – find curriculum content.
  – talk to vendors about the products and services that they offer.
  – learn about the ways that the veteran teachers are running their classrooms.
Mentors

• Identify mentors on the campus for your new teachers who:
  – are willing to collaborate and challenge new teachers to grow professionally.
  – can listen, empathize, and celebrate achievements in the classroom.
  – are very honest people.

• Can you offer a small stipend to your mentors who have gone above and beyond to help your new health science teachers?
Curriculum and Resources

• You can provide curriculum and resource assistance to your new teachers by:
  - making sure they have textbooks.
  - helping them locate online curriculum materials.
  - helping them develop a scope and sequence.
  - creating a support network with similar content area teachers.
New Teacher Orientation

• Prior to all of the staff coming back on contract, set up a new teacher orientation where:
  – new teachers meet the administration, mentor, and important support people on their campuses.
  – a tour of the campus is provided.
  – the new teachers have the opportunity to get into their room and begin working.
School Year Support

• Create monthly or quarterly morning meetings where new teachers and mentors get together to discuss:
  – celebrations.
  – how things are going in the classroom.
  – an area of growth during the next month or quarter. This could include but is not limited to:
    • assessment
    • lesson planning
    • instructional delivery
End of the Year Support

• Meet one more time at the end of the year to go over how to close out the year on camps.
• Reflect on what went well this year in the classroom and what could be improved upon.
Mentors Beyond Year 1

- Teacher turnover is a problem in the first five years of employment.
- Consider continuing your mentor program into years two and three.
Reflection

• Share with your shoulder partner two ideas that you plan to take back to your campus or district to help improve CTE teacher recruitment and retention.
Responses

• Ideas learned today to recruit/retain teachers
  – Update job descriptions – courses and positions
    change and schools should work with HR to make
    sure job descriptions are up to date.
Questions