



TEACH CTE SUMMIT 2023 –

Synopsis and Attendee Feedback

"We have an obligation to CTE professionals who are working tirelessly to educate and provide career development to students. If we don't support them and attract additional talent, our ability to deliver high quality programming is severely diminished."

*- LeAnn Wilson,
ACTE Executive Director*

In June 2023, the Association for Career and Technical Education (ACTE) hosted its second Teach CTE Summit, a national convening to explore the issues of teacher recruitment and retention. The event focused on aspects of policy, research and promising practices pertaining to career and technical education (CTE) teacher recruitment and retention challenges, including a focus on diversifying the teaching workforce. The Summit is part of a series of activities that ACTE plans to conduct over the next five years to support its organizational strategic plan which includes the teacher pipeline shortage as one of six overarching themes.

A series of general and breakout sessions during the summit explored these issues. Two "Table Talk" sessions provided an opportunity for attendees to review and reflect on the content. The conversations provided much feedback that ACTE is analyzing for future work.

This publication includes a high-level synopsis of what was shared and learned during the event.



Expert Panels & Attendee Feedback

Four summit expert panels focused on policy, diversity, research, and addressing the needs of preservice and beginning teachers in the CTE teacher pipeline. Each panel presented a unique perspective on the teacher pipeline issues.

POLICY

A policy panel including members of the Minnesota Alternative Preparation Teacher Coalition focused on their long-term advocacy to address improvement of the state's teacher prep system. Strategies to expand the alternative teacher prep ecosystem in Minnesota include placing high quality teachers in classrooms through alternative pathways and increasing the number of teachers of color in shortage areas, including CTE.

The panel discussed the importance of the quality of alternative certification programs, noting that there needs to be a broader discussion to facilitate better understanding about alternative pathways to meet state teaching standards. Reference was made to the regulatory process which was criticized as "sometimes undermining the intent of law," and that a key role of the Coalition has been to advocate for statutes and other policies that support educators.

ACTE shared a video update during the conference highlighting legislative advocacy at the federal level and information about other work such as an initiative to address teacher certification reciprocity among states. ACTE supports several bills providing support to educators including the Retaining Educators Takes Added Investment Now (RETAIN) Act. For more information, visit www.CTEpolicywatch.org and search the "Educator Development" category on that page.

Summit attendees expressed a range of opinions in reaction to the policy panel. A general appreciation for coalition-building and advocacy to level up the voice of educators was noted. Some attendees wondered how to replicate in their own states the advocacy and systems change taking place in Minnesota, while others expressed support for specific policies such as increasing teacher pay and providing student loan forgiveness for educators.

There was also discussion about the value of data and the need for better data collection systems. Acknowledgment of states' differing policies and requirements related to certification was noted as a challenge.

DIVERSITY

The diversity panel focused on the steps needed to increase diversity in the CTE teacher pipeline. The panel included a principal, superintendent and administrators who focus on administering programs to support students of color trying to enter and remain in the teacher pipeline.

The panel highlighted several initiatives including Elevate Teaching (www.elevateteaching.us), a campaign to attract new teachers and to promote and change the narrative about the teaching profession; and two programs administered by Normandale Community College (www.normandale.edu): the Sirtify program which recruits and supports Black, African American and African Men into elementary and secondary education pathways, and the SpedUp program which recruits and supports Black, Indigenous and People of Color (BIPOC) students as they pursue the first two years of a special education degree.

These programs have made strides in recruiting and retaining diverse teachers. A key factor of success noted by panelists is due to the intentional approach of the programs, which includes mentoring, sponsoring, and developing affinity groups for future teachers of color. The panel also discussed how institutions can become more inclusive and supportive of teachers of color. The panel conveyed that it is not enough to put all the energy into recruiting teachers of color; more energy needs to be placed in retaining these teachers as well.

Sirtify supports black males entering the teaching profession, in part by providing cultural experiences and strategies for being a black man in predominately white "spaces." Affinity groups — support groups of educators who share a common identity — and mentoring were also mentioned as powerful strategies to support teachers. The panel also included a discussion on ways we can elevate teaching which includes analyzing how we speak about the teaching field to young people and how we market and promote the field.

Normandale's "intentionality" approach to attract, secure and retain racially diverse teacher candidates

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was appreciated by Summit attendees. Exposing teacher candidates to different cultures and situations and focusing on “what your school culture is and should be” were specifically mentioned as important, as well as the value of free programs and teacher candidate scholarships. The concepts of supporting these teacher candidates through affinity groups and providing mentorship were also highlighted as important to keeping teachers in the profession.

RESEARCH

Research is critical to the future of the teacher pipeline initiative because it is often used to support policy and attract funding and support. More research needs to be conducted in this area. A research panel was formed made up of faculty researchers, administrators and instructors who explored gaps in teacher pipeline data and other research-related issues.

The audience explored their own recruitment and retention challenges during breakout sessions and research questions were formulated at each table based on this input. Research questions identified by attendees as important surrounded topics such as salary and benefits, training and support, alternative pathways to licensure and school culture. The discussions reinforced that researchers and educators need to work more closely together as research is conducted and findings are disseminated.

The research panel plans to use the feedback from the attendees along with their knowledge of research gaps to build a research agenda for this initiative.

PRE-SERVICE AND BEGINNING TEACHERS

The Minnesota CTE Teacher Induction Program (TIP) discussed their innovative effort to recruit and retain teachers. The initiative provides monthly professional development, curricular resources, mentoring, coaching and specific programming that focuses on addressing early career challenges as well as collaborative inquiry groups and CTE focused pedagogical resources. We learned from the perspective of early career teachers, teacher mentors and administrators the challenges new teachers face and the best ways to support their growth in the profession.

Attendees indicated that the intentional onboarding strategies and mentoring of new teacher candidates discussed by the panel resonated. Regarding the importance of men-

toring, one attendee commented, “It isn’t just a first- and second-year piece. Professional learning communities play a huge role in this . . . and mentoring, long term, gets teachers through the ‘wall’ of five to seven years [in the classroom].”

It was noted that some traditional systems of mentoring and professional development do not always fit, especially for CTE teachers from industry, and that different strategies might be necessary. School culture issues such as expectations for working outside of classroom hours, appropriate attire and interactions with students who may be very near the same age as their teachers are a few examples where onboarding and mentoring might help.

ADDITIONAL ATTENDEE FEEDBACK

A variety of additional ideas to address the teacher pipeline were shared during the event. They have been organized under different stages of the CTE teacher pipeline. While the feedback is not comprehensive, these ideas provide a sense of the types of issues being brainstormed during the summit.

Interest Building

- Have retired professionals shadow teachers for a day to encourage them to teach as a second career and pair industry professionals with teachers to partner teach to provide them a sense of the profession
- Begin discussing the profession as early as in elementary school to build student’s interest
- Redefine education careers in a positive manner, in part by marketing non-monetary benefits
- Partner with the NBA to develop a national teacher day for all Career and Technical Student Organizations to expose them to the profession (Note: The Family, Career and Community Leaders of America currently hosts a state version of this at Pacers Arena in Indiana)

Preparation

- Ensure that alternative education programs are of a sufficient level of rigor and are not “watered down”
- Identify solutions to address the erosion and elimination of existing CTE teacher educator programs at the university level
- Develop racial affinity groups to help support and retain students of color in their college programs
- Provide more “real world” opportunities for educators to experience and learn from teachers on the job such as through apprenticeship and mentorship

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Certification & Licensure

- Develop a state-to-state exchange for CTE educators to use to identify what they need to gain licensure in a new state
- Provide more support for the expenses of licensure such as having states pay for certification for all teachers as Kentucky has done
- Ensure more consistency among states' licensure policies
- Consider using portfolio teacher licensure options

Recruitment & Hiring

- Use business advisory boards for hiring by promoting teacher positions through them
- Identify organizations that would be well-suited for hiring due to their audiences; for example the American Association of Retired Persons (AARP)
- Revise job descriptions to focus on content over skills and help students find their passion
- Review hiring policies to reduce barriers that are keeping potential new teachers from entering the profession

Early Career

- Use pacing guides for courses to help new teachers and have existing teachers share with new teacher courses from learning management systems that they have found useful
- Develop and consider use of cohorts of new CTE teachers to transition individuals into the world of education
- Identify ways to provide support to individuals as they enter the teaching profession similar to the support received in their postsecondary education environment, i.e., support is not always offered to new teachers
- Identify alternative systems of mentorship for new teachers who come from business and industry because they do not always benefit from the same types of programming

Career Advancement

- Recognize years of experience and ensure your salary model is incentivizing teachers to stay up-to-date on professional development and training
- Provide support for teachers in years three to six when they traditionally do not receive as much support. This support does not need to look the same and can be a gradual release model.
- Create succession plans for teachers and leverage mentoring related to this activity
- Connect professional development opportunities to existing professional association meetings

ACTE Resources

As part of ACTE's strategic plan we are producing resources to support the CTE field as it relates to addressing CTE teacher recruitment and retention challenges. Two specific resources were shared at the Teach CTE Summit:

- (1) ACTE has developed a Teach CTE repository. The repository, organized by seven teacher pipeline stages, highlights data and promising programs and practices around the CTE educator pipeline topic.
- (2) ACTE released a new Teach CTE Recruitment Toolkit (www.acteonline.org/teach-cte-recruitment-toolkit/) during the Summit to support educators in communicating the value and potential of a CTE teaching career to students and other audiences.

As ACTE moves forward in this work we welcome discussions with a wide range of partners that wish to collaborate on opportunities to address CTE educator shortages within the CTE profession at both the secondary and postsecondary levels.

ACTE would like to sincerely thank the sponsors of the Teach CTE Summit!

GOLD LEVEL



SILVER LEVEL



BRONZE LEVEL

