

CTE Teacher Recruitment

A Review of National Efforts
(and a few crazy ideas)

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Outline

- **Current Status of CTE Teachers**
- **Range of Solutions**
- **Pros and Cons of Solutions**
- **Focus on Tools for CTE Teacher Recruitment**
- **Discussion**

Current Status of CTE Teachers:

“CTE teachers make up a significant portion of the teaching workforce. Of the nearly 1 million middle and high school teachers nationwide, approximately 14 percent are CTE teachers (Bureau of Labor Statistics [BLS], 2013; National Center for Education Statistics [NCES], 2008; Walter & Gray, 2002).

1. Despite making up less than one fifth of all teachers, CTE teachers play a role in the education of the vast majority of secondary students: 94 percent of high school students will earn at least one CTE credit prior to graduation (Association for Career and Technical Education [ACTE], n.d.).”

2. CTE teachers are a part of a comprehensive educational system and should not be viewed as having less value and only offering CTE training for low performing academically focused students. (*Jacques C. & Potemski, A., 2014*)

Current Status of CTE Teachers:

“The 140,000 teachers of Career and Technical Education (CTE) at work today in American K–12 schools play a key role in preparing students to be ready for both college and career.

No longer offering only traditional vocational education, the field now offers a diverse range of subjects and career fields, including a number of science, technology, engineering, and mathematics (STEM) subjects.” *(Jacques C. & Potemski, A., 2014)*

CTE teachers work with many of the most challenging students and are less prepared than fellow academic teachers in meeting student demands. *(Palmer, L. & Gaunt, D. (2007).*

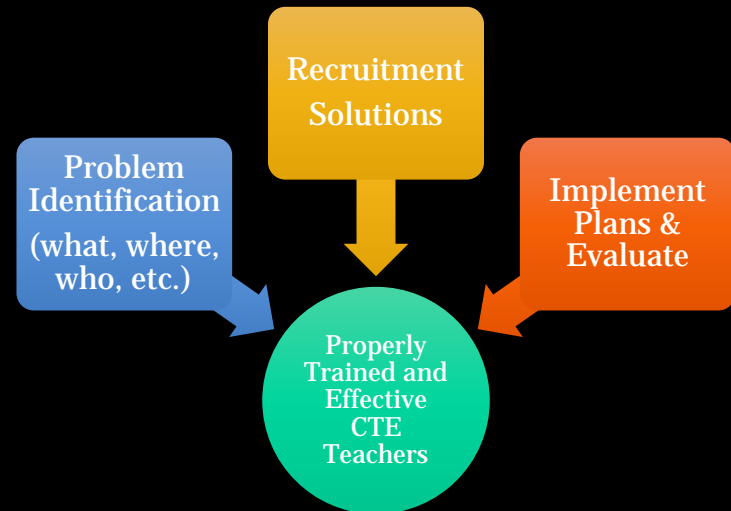
“In addition, the distinction between CTE and academic programs is slowly disintegrating as federal policies prioritize integrating academic content into CTE” *(Jacques C. & Potemski, A., 2014)*

Current Status of CTE Teachers:

- “Building a stable, effective CTE teacher workforce requires purposeful policy development that balances competing concerns.
- Certification policies shape who decides to enter the CTE field, who remains in the profession, and how well prepared teachers are to teach in their subject area.
- Most CTE teachers enter the profession with little or no training in instruction, and nearly twice as many CTE teachers go through alternative certification processes as teachers overall do (Bazile & Walter, 2009; Bottoms & McNally, 2005; Feistritzer, 2011; NRCCTE, 2011).
- Rigorous certification requirements play an important role in ensuring knowledge and skill gaps are addressed.” (*Jacques C. & Potemski, A., 2014*)

Range of Solutions

- **Problem Identification:** what, where, who, etc.
- **Recruitment Solutions**
- **Implement Plans & Evaluate & Revise**



STRATEGY 1.

“Assess whether coursework requirements are in fact a barrier to recruitment, particularly in hard-to-staff CTE subject areas.”

CTE teacher candidates are typically required to complete several college courses in pedagogy, student learning and development, special education, reading in the content area, instructional development and delivery and assessment along with other pedagogy focused content and skill development and practice these skills.

Pros:

Addresses short term need, quickly

There is a chance that a teacher candidate can be trained on the job and meet the demands of becoming an effective teacher especially when they were in a prior training role in their place of employment.

Cons:

Is this a question of quality over quantity?

Teacher turnover typical costs school districts \$6,500.00 to \$52,600 per teacher depending on the model used to calculate the costs.
(Texas Center for Educational Research, 2000)

Increased legal issues related to untrained teacher candidates making unethical and nonprofessional decisions in the classroom is not accounted for in the teacher turnover cost models.

Professionalism of the field in question.

STRATEGY 2.

Create paths to renewable certification for CTE teacher candidates in fields that do not require a bachelor's degree and establish strong connections to ongoing professional learning opportunities.

Pros:

Diverse certification paths help to address recruitment challenges and reduce barriers for beginning CTE instructors.

Beginning CTE teacher candidates who have work experience but no bachelor's degree can positively affect student achievement and meaningfully connect with students about career paths, provided that they have access to high-quality professional learning opportunities (Constantine et al., 2009; Gaunt & Palmer, 2005; Hammond et al., 2013).

Cons:

How can CTE teacher candidates without a bachelor degree be expected to reinforce high academic or integrated content standards when they have not taken the coursework ?

Should CTE students be prepared by CTE teacher candidates with the average or below average educational preparation?

How can students be expected to achieve high standards when their CTE teacher candidate has not meet the minimum standards of teachers in the state?

STRATEGY 3.

Assess whether existing certification requirements ensure that CTE teachers enter the classroom with the skills they will need to be effective.

Although requiring fewer courses in pedagogy for certification may help to increase the recruitment of CTE teachers, it may exacerbate the challenges many CTE teachers face in being prepared for classroom instruction and ultimately increase CTE teacher turnover.

Pros:

Older CTE Teacher candidates with years of experience could have the opportunity to teach, providing students with a wealth of information.

Some promising teacher candidates may decide not to pursue teaching and thus a lack of a teacher could close a program and reduce student opportunities to obtain CTE instruction at a secondary institution.

Cons:

For example, 75 percent of incoming CTE teachers candidates have little or no training in instruction or the use of assessments (Headrick & Bottoms, 2012).

CTE teacher candidates, like many novice teachers, often face challenges with skills such as differentiated instruction and classroom management (Cannon, Kitchel, Duncan, & Arnett, 2011; Drage, 2010; Garet, Porter, Desimone, Birman, & Yoon, 2001; Kerna, 2012; Sturko & Gregson, 2009).

Likewise, teacher candidates of some CTE content areas may be less academically prepared or skilled than core academic content teachers in both reading and mathematical skills (Cramer, 2004).

CTE teacher candidates who are underprepared to meet instructional challenges will struggle to improve student outcomes and may contribute to CTE teacher shortages by leaving the profession early (NRCCTE, 2011; Ruhland & Bremer, 2004).

We need more fully qualified
CTE Teachers!!!



Short and Long Term focus on CTE Teacher Recruitment

Some techniques are produce quick results while others contribute to both

Others require long term planning to create a healthy supply of CTE teachers:

Primary Responsibility:

State Department of Education,
Office of Career and Technical Education and
University Programs

Short Term Needs:

Primary: School Administration

Mass Communication

Newspapers

Online Job Postings

Online Trade Journals

Job Posting Sites: ACTE, Indeed, Mlive, MASA,
SimplyHired, miastaff.com, k12jobspot.com, AFT, MEA, etc.



Career and Technical Student Organizations & Professional Teacher Organizations

Presentations to Future CTE Teachers
Create a Series of CTE Educator Awards for Current CTE Teachers

1st Year CTE Teacher

10 Year CTE Teacher

CTE Teacher Retirement Awards

Role Model Award (teacher who produces the most current CTE Teachers)



Career and Technical Student Organizations

Contests and Competitions for Demonstration,
Leadership and Skills Development

Involve Students in Designing Lessons and Demonstrations in the Classroom

Presentations

CTSO Conventions

Specialized Presentations on CTE Teacher Preparation

Mine Advisory Groups for Interested Individuals

Professional Development Presentations





Policy

Create Alternative Routes

Highlight Student Loan Forgiveness in CTE fields

Provide Grants for Innovative Recruitment Projects

Act as a Clearinghouse for CTE Communication related to job openings



- Youtube (What is it like to be a CTE Teacher)
- Webpage Job Postings
- Posted Routes to Certification - Clearly
- Information on Resources and Contacts
- Post Information on Outstanding CTE Teachers

New Pools of Recruits

Community College Students

Veteran Programs

Worker Retraining Programs

Additional Ideas & Questions:

How do you recruit CTE Teachers?

References:

Palmer, L. & Gaunt, D. (2007). *Current profile of CTE and non-CTE students: Who are we serving?* *Journal of Career and Technical Education* Vol. 23 No 1 Fall 2007

21st Century Educators Developing and Supporting Great Career and Technical Education Teachers Revised Edition FEBRUARY 2014 Catherine Jacques Amy Potemski

https://www.tasb.org/About-TASB/Related-Sites-and-Affiliated-Entities/TCER-Reports/documents/17_teacher_turnover_full.aspx