

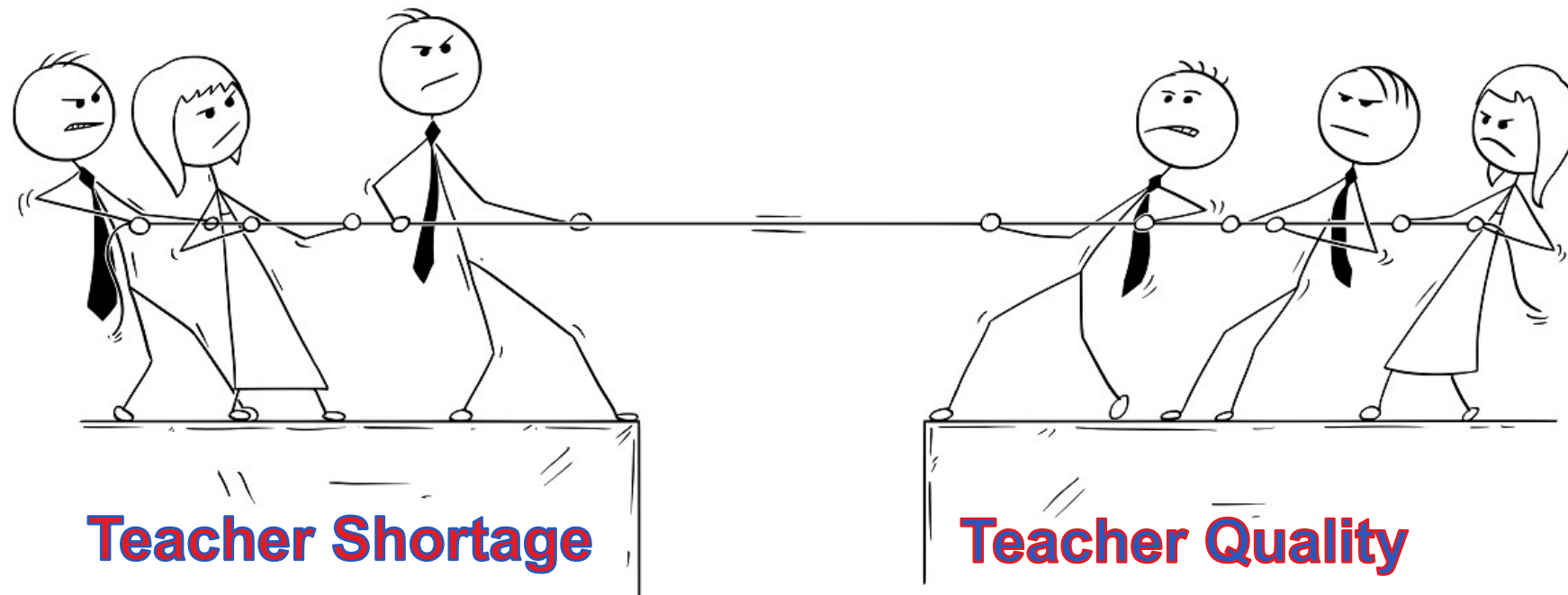
SREB

Support for Career-Technical and STEM Teachers

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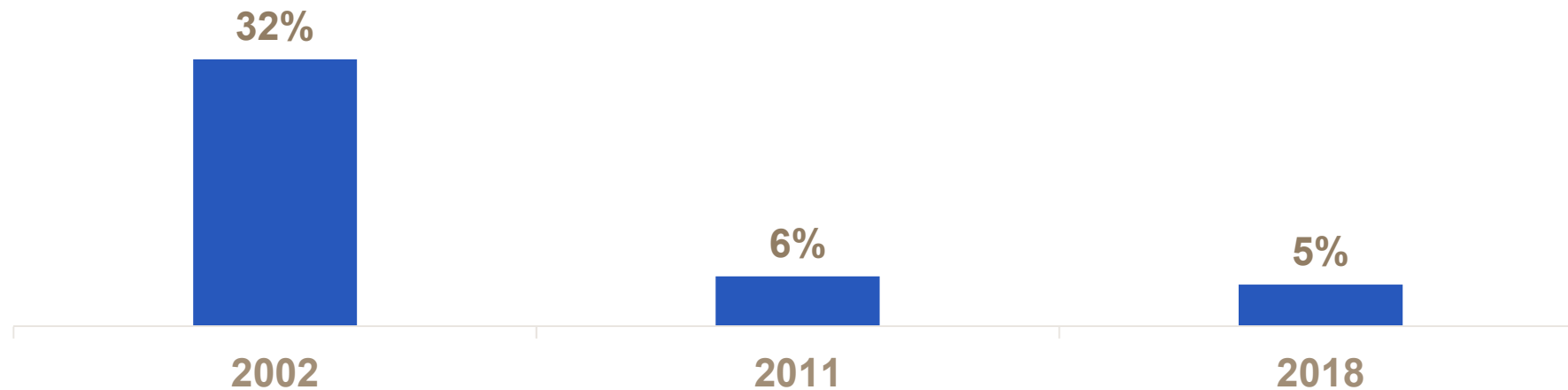
A Key Educator Workforce Tension



Problems in the Pipeline

Interest in the profession

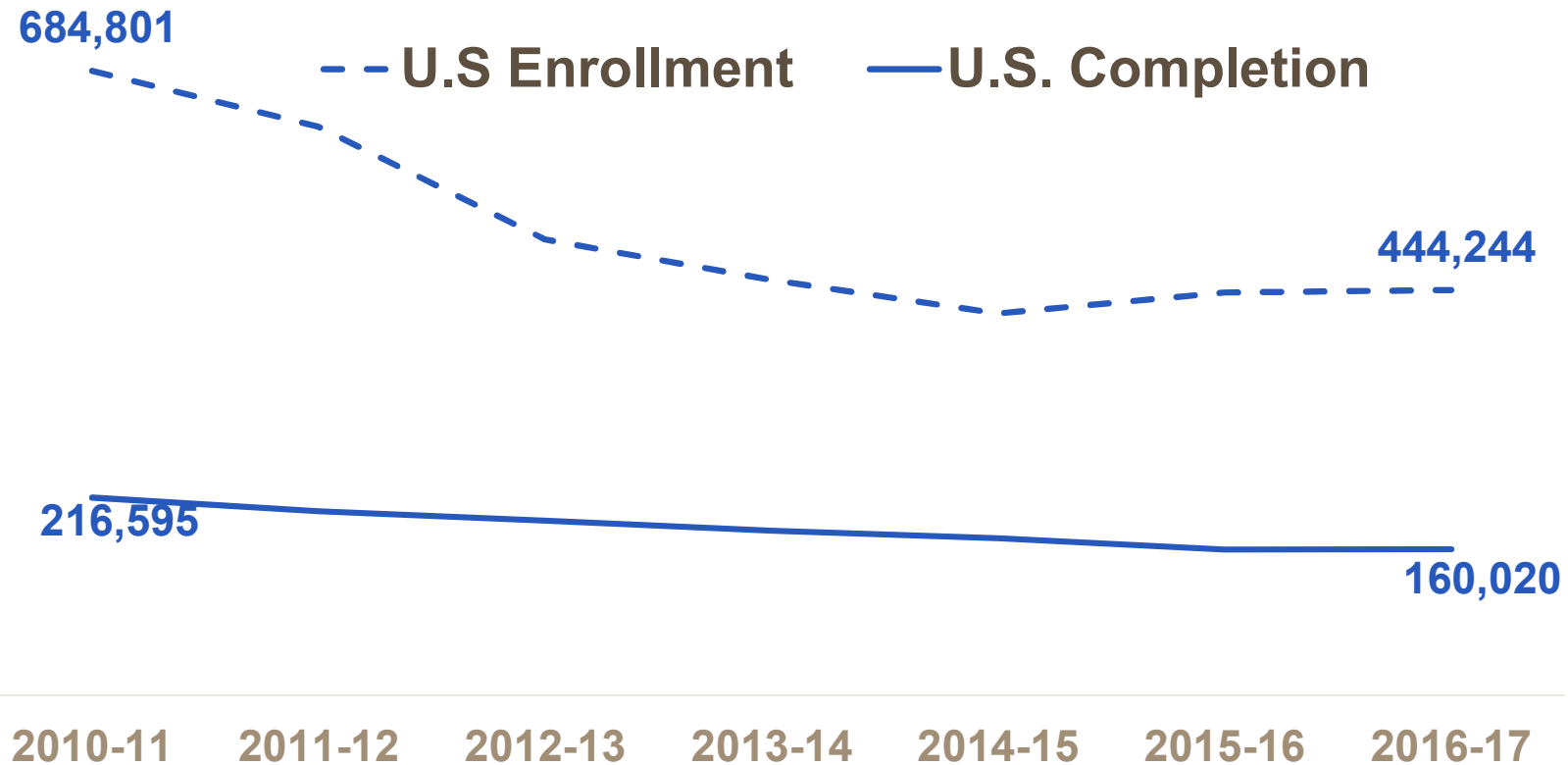
Percent of High School Students Taking ACT
Indicating An Interest in a
College Major in Education



Problems in the Pipeline

Academic progression

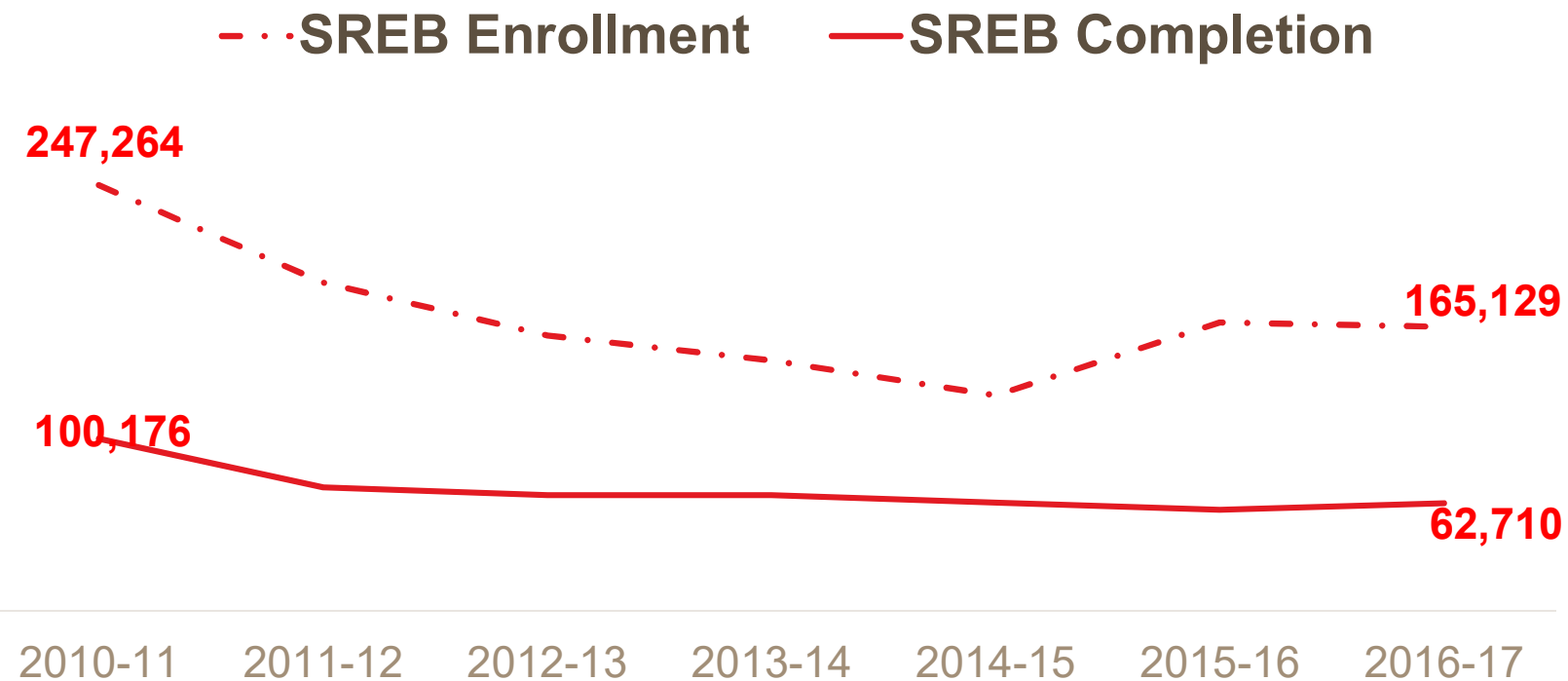
Enrollments and Completions in
*All** Teacher Preparation Programs



Problems in the Pipeline

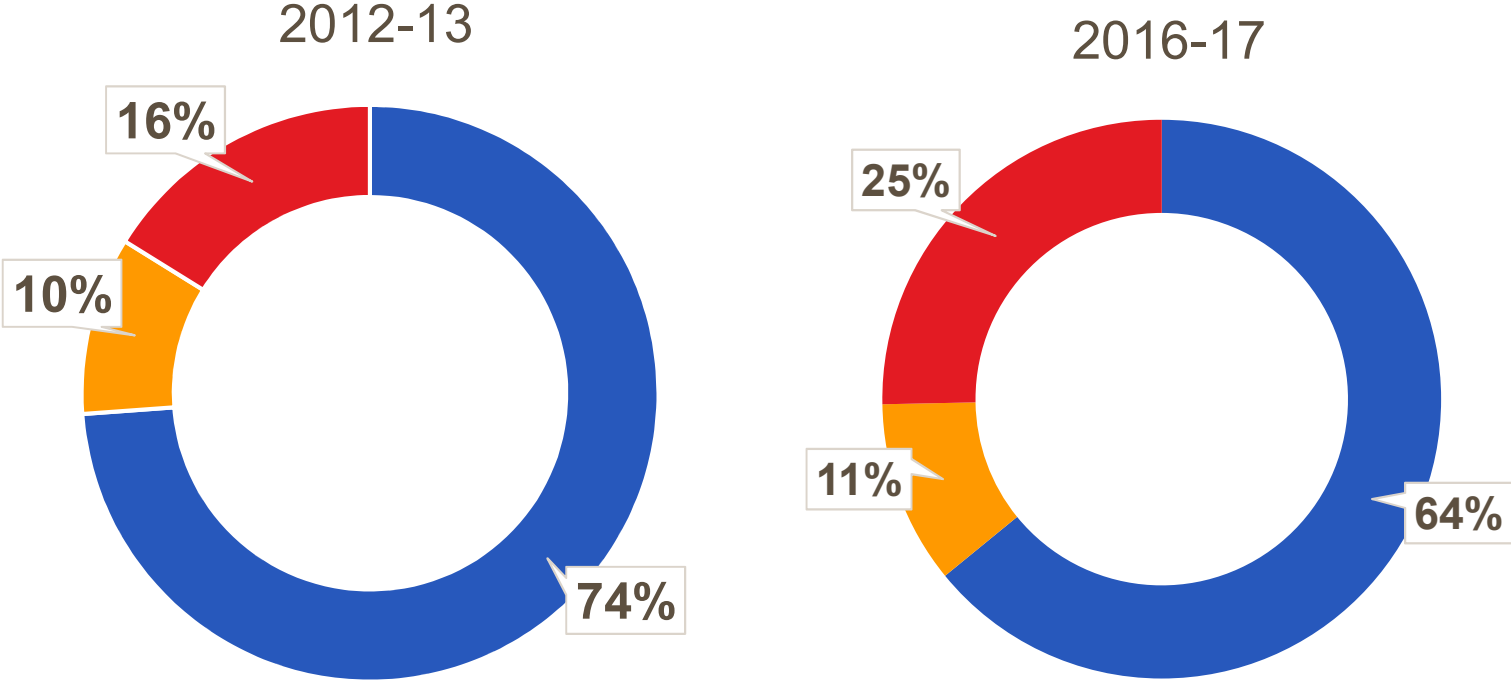
Academic progression

Enrollments and Completions in *All** Teacher Preparation Programs



*includes EPPs and Alternative Programs

Teacher Completers, by Program Type



Steps States are Taking to Recruit CTE and STEM Teachers

- Troops to Teachers - Assists military personnel in making successful transitions to new careers in teaching.
- Resident Teacher Program - Recruits recent college graduates and career changers who possess academic content backgrounds into the teaching field.
- Scholarships Programs – Provides financial support to assist individuals interested in becoming teachers in specific areas of shortage.
- Adjunct Faculty – Recruits people with skills in an emerging career area, and these people teach a couple of hours per day under the supervision of a certified teacher.

What is your state doing to recruit, train, and retain CTE and STEM teachers?

- Turn to an elbow partner and share for three minutes the steps your state is taking.
- If you have a unique recruitment, training, or retention strategy please share with the audience.

CTE on the Frontier: Strengthening the Rural CTE Teacher Pipeline (March 2018)

Advanced CTE, CCSSO, ESG and New Skills for Youth prepared a report that highlights strategies some states are implementing to address the recruitment of teachers in rural areas.



CTE ON THE FRONTIER

STRENGTHENING THE RURAL CTE TEACHER PIPELINE

CTE on the Frontier

Advance CTE — in partnership with the Council of Chief State School Officers and Education Strategy Group, through the New Skills for Youth (NSFY) initiative — is releasing *CTE on the Frontier*, a series of briefs to help states unpack the challenges and potential approaches to expanding access to quality Career Technical Education (CTE) programs in rural communities.¹ The series explores some of the most pressing challenges facing rural CTE, including program quality, access to the world of work, leveraging partnerships to expand program offerings and the rural CTE teacher pipeline.

Advance CTE identified promising practices and strategies to strengthen access to and the quality of CTE pathways in rural communities, ensuring that all learning is facilitated by knowledgeable experts no matter the learner's zip code. The practices profiled in this brief were informed by interviews with state CTE leaders at both the secondary and postsecondary levels.

The State Role in Strengthening the Rural CTE Teacher Pipeline

Recruiting, retaining and supporting strong teachers and faculty is critical to the success of a high-quality CTE program. In many cases, decisions about which programs are offered in a high school, college or area technical center are determined less by student interest and labor market demand than by who may be available to teach those classes. Rural areas are particularly affected by this reality. According to the National Center for Education Statistics, 20.4 percent of rural schools reported that CTE teaching positions were either very difficult or impossible to fill.²

Decisions about hiring, training and developing teachers and faculty are made at the local level, and many local leaders have been successful at attracting and training new teachers in rural areas. Yet, state leaders have an important role to play in strengthening the CTE teacher pipeline. One area in which states can have an impact is the certification process. While hiring decisions are made locally, states determine what qualifications instructors need to meet before they enter the classroom. States can establish alternative certification pathways to provide flexibility for schools to recruit industry experts as either adjunct or full-time instructors. They can also encourage the re-certification or dual certification of existing instructors so they are prepared to teach high-demand CTE subjects. These policies can be structured to ensure that industry experience is valued in hiring and compensation. While alternative certification can expand pathways into the profession, states must also take steps to balance entry requirements with quality measures and adopt strategies to train and develop CTE instructors.

States can also play the role of convener, establishing peer-to-peer relationships and mentorships to help CTE instructors improve their practice. This approach is all the more critical in rural communities.

ADVANCE CTE State Leaders Connecting Learning to Work | **CCSSO** Council of Chief State School Officers | **ESG** Education Strategy Group | **NEW SKILLS FOR YOUTH** JPMORGAN CHASE & CO.

SREB Teaching to Lead (T2L)

The T2L teacher preparation program helps professional from business and industry become great teachers.

T2L builds new and early-career teachers' capacity to plan instruction, engage students, manage classrooms, and design standards-driven assessments.

Statewide Implementation: AL, KY, MS, WV

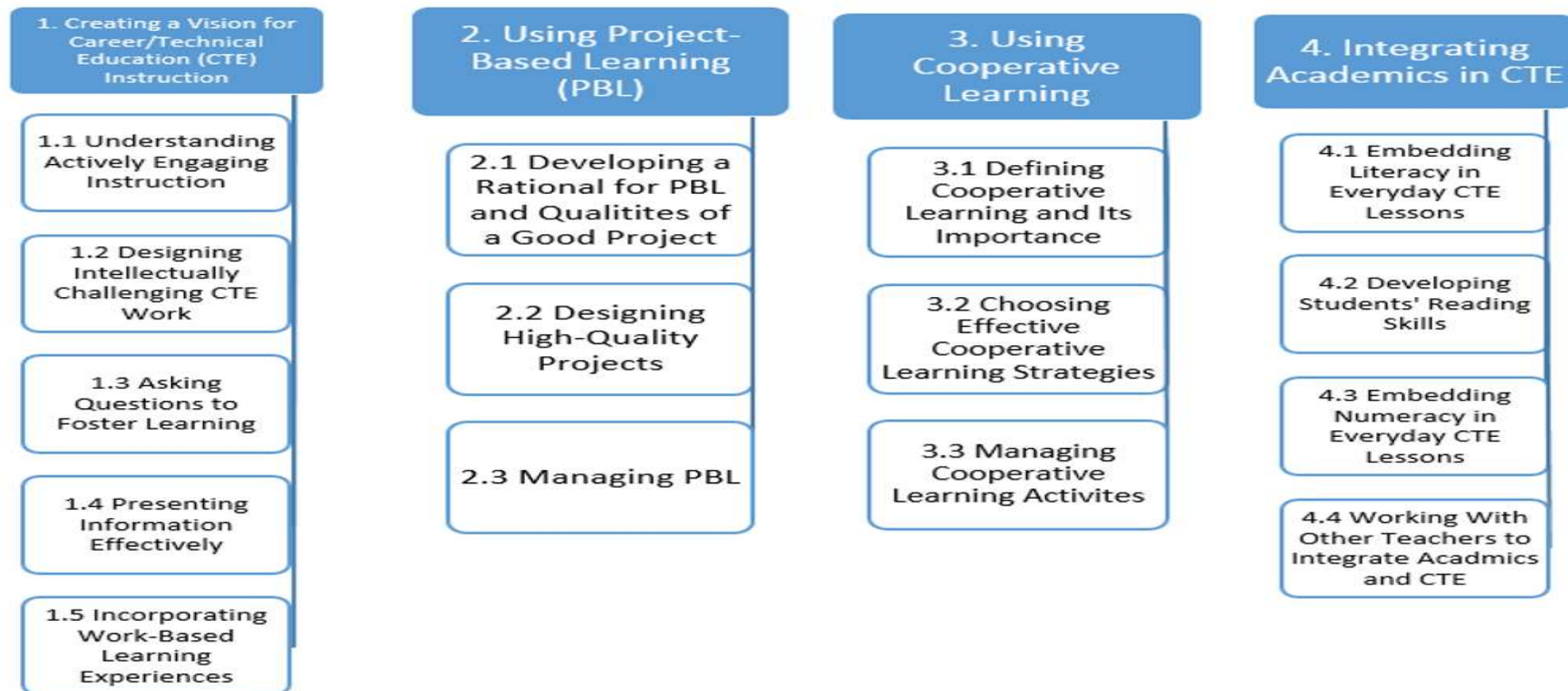
District Implementation: MO, NY, OK, SC, TN

T2L Modules

- Module 1 – Instructional Planning
- Module 2 – Instructional Strategies
- Module 3 – Classroom Assessment
- Module 4 – Classroom Management
- These modules are combined with mentoring and coaching.

Integrating Academics

Module 2: Instructional Strategies



SREB

Supporting Teacher Development of Literacy Instruction

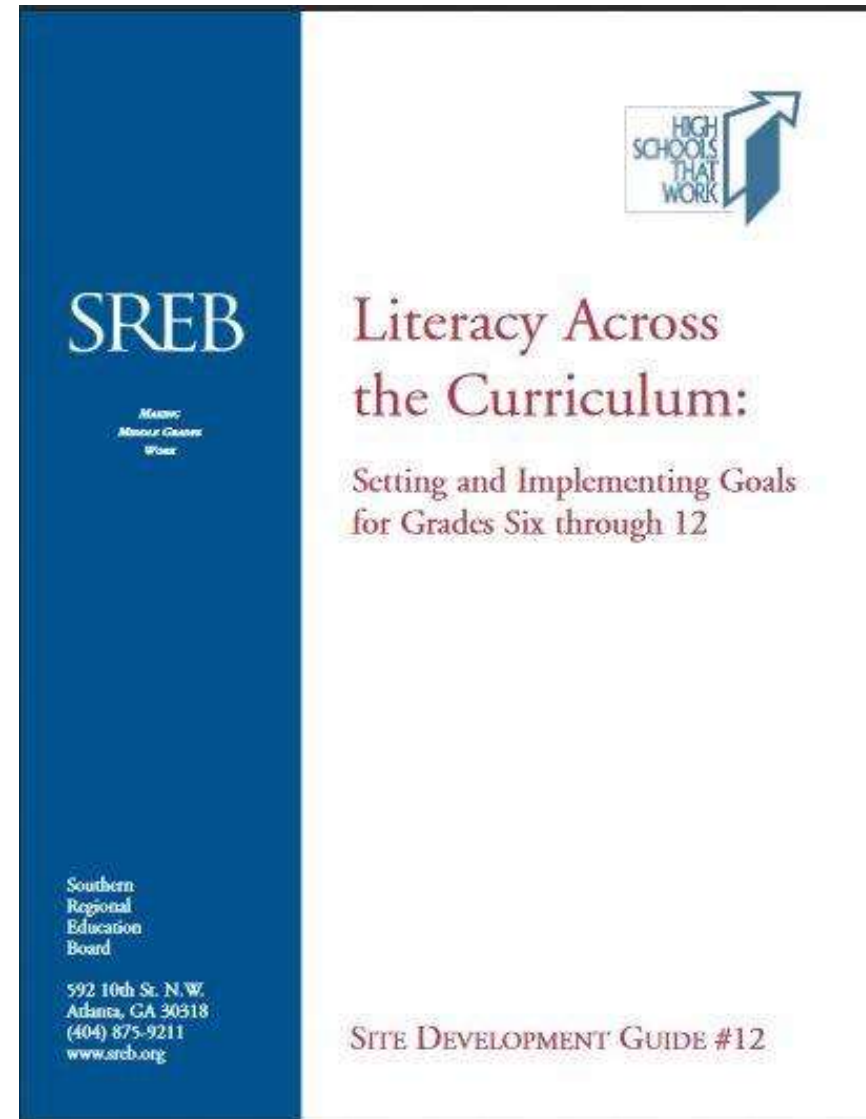
What is SREB doing to help teachers focus
on literacy development?

Why is there a need for a literacy focus?

- Large numbers of teachers entering the profession through alternative routes
- Lack of requirements for a literacy focus in teacher education programs
- Increase emphasis on literacy in schools
- Literacy is like the TIDE.

I am not a reading teacher!

- SREB has focused on improving the use of literacy practices in classrooms since 2003.
- Focus was on developing a school-based plan to embed literacy in classrooms.
- **Emphasis on student reading to learn content**



Reading to Learn

- Teachers use instructional strategies that emphasized reading to learn content (in ELA, science, math, social studies, CTE, electives). It was everybody's job.
- Schools developed multi-year plans to make reading a focus in all content areas.

Making Writing/Presenting Part of the Process

- Write a paper/create a presentation that uses your research to convince others that you are right!
- Many strategies:
 - Read to learn content
 - Write/present to demonstrate understanding

Let's Try a Simple One

- Four Corners
 - Agree
 - Disagree
 - Strongly Disagree
 - Strongly Agree
- **All conferences should have a 9-game conference schedule in football.**
- **Making it about literacy: Conduct research to support your belief. Use the research to create a presentation (persuasive essay) to support your point of view.**

Sharpening the Literacy Focus

- Improving the quality of assignments and assessments
 - Literacy Design Collaborative
- Creating Literacy-based Classrooms
 - [Powerful Literacy Practices](#)

Shifting Professional Learning

- Ending one-shot workshops
- Combining ongoing workshops with job-embedded coaching
- Having SREB staff model strategies in classrooms
- Building expertise in the district to spread and sustain the work

What Have We Already Done?

- Between 2017-2019 SREB facilitated over 500 trainings related to powerful literacy practices.
- We offer professional learning support that is never one-size-fits-all.
- In a typical implementation, districts or schools undertake a cycle of professional learning and face-to-face or virtual coaching. After each cycle, SREB's coaches work with school leaders to review and revise the professional learning plan based on classroom observations, teacher and principal conversations, and other data.
- Our approach builds capacity and sustainability by developing local expertise to spread the practices to new and existing teachers.

Now What?

- Expand our work to early elementary levels with a focus on Reading Skills Development by working with experts
- Use SREB Research (e.g. Dyslexia) to provide targeted support
- Continue to refine supports for teachers to create literacy-based schools.

Questions

