

**Texas Education Agency
CTE New Teacher Mentor Program
Stakeholder Meeting Summary—June 7, 2017**

What We Learned	What We Want To Know More About	Action Steps
<p>CTE teachers often feel that there are few opportunities to collaborate with non-CTE teachers. CTE teachers feel isolated (purposefully or accidentally) and that they are not encouraged to work closely with core teachers when their subjects overlap. Administrators who do not fully understand CTE programs are sometimes inattentive or downright dismissive of the needs and suggestions of new CTE teachers.</p>	<p>How can we nurture a school culture where CTE teachers and non-CTE teachers work together and share instructional ideas?</p> <p>How can we ensure that new CTE teachers feel welcomed, accepted, and supported by administrators and other teachers?</p>	<p>Self-promote the CTE community if others are not giving it the attention it deserves.</p> <p>Build one-to-one symbiotic relationships with core teachers.</p> <p>Educate administrators on the needs and importance of CTE programs.</p> <p>Encourage and develop an open, collaborative atmosphere throughout the school.</p>
<p>CTE teachers feel that administrators do not completely understand what they do and do not provide appropriate support. When administrators don't understand the coursework, curriculum, and benefits of CTE programs, they are unlikely to provide the time, attention, training, resources, and support required to be successful. New CTE teachers often are transitioning from business and industry and they feel lost and out of place in their new work environment. School administrators are the people in the position to help these new teachers, but they are likely unequipped or uninterested in doing so.</p>	<p>How can administrators be directly trained and educated on the importance of CTE programs so that they can better assist their teachers?</p> <p>How can new CTE teachers from business and industry be ushered into the unfamiliar academic setting in order to promote future success?</p> <p>How can quality, invested mentors be identified and utilized?</p> <p>How can CTE programs be guaranteed equal time, training, and resources?</p>	<p>Create structured training programs for administrators to help them better understand career and technical education.</p> <p>Have administrators shadow CTE teachers so that they can get a feel for the differences of teaching in a CTE setting.</p> <p>Provide new CTE teachers with a cluster-focused first-year checklist that includes a glossary of terms and acronyms.</p> <p>Ensure that CTE programs have the technology and resources necessary to stay current with the associated industry.</p> <p>Identify quality mentors who are invested in new teacher success and pair them with a compatible mentee.</p> <p>Give teachers an opportunity to communicate their concerns, needs, and frustrations to administrators.</p>

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<p>Beginning CTE teachers do not receive adequate training or professional development. There is a dearth of professional learning options for CTE teachers, both in general learning and cluster-specific training. The root of the problem may be that administrators and counselors are not effectively prepared to instruct and help the teachers. In particular, new teachers are not receiving experiential support from other teachers within their subject or cluster.</p>	<p>How can administrators prepare themselves to facilitate professional development?</p> <p>How can administrators facilitate site visits to allow CTE teachers to spend time learning from accomplished peers at other schools?</p> <p>What cluster-specific professional learning options are available to new teachers?</p>	<p>Arrange site visits to cluster-specific classrooms so that teachers can see successful teaching in action.</p> <p>Conduct minimally structured, peer-to-peer professional development so that new teachers can learn from their colleagues.</p> <p>Take new teachers on tours of schools that are thriving and schools that are struggling so that they can see both ends of the spectrum.</p> <p>Allow teachers to develop mutually beneficial relationships with colleagues in the school. Seasoned teachers can pass on pointers, advice, information, tips, and tricks to successful teaching and classroom management.</p>
<p>CTE teachers are not taking advantage of community business and industry connections. Many teachers do not realize how critical it is to connect classroom CTE learning with the associated career. School administrators often do not provide guidance on establishing these important relationships, so the onus falls on the inexperienced teachers.</p>	<p>How can administrators facilitate business and industry connections?</p> <p>How can schools establish a set of best practices for developing community relationships in each specific cluster?</p> <p>How can CTE teachers take control and build their own connections?</p>	<p>Be relentless in networking. Many different kinds of community members could end up being a beneficial connection.</p> <p>Involve the parents of students. They will become more involved in their children’s learning and be eager to help out the class.</p> <p>When contacting potential business and industry partners, highlight that the students are their future employees.</p> <p>Involve student organizations and teach them how to network.</p> <p>Work directly with the economic development members of the community.</p> <p>Develop an advisory board for the entire school and designate an advisory committee board chairperson.</p>