



## **Private Concurrent Sessions Wednesday June 28<sup>th</sup>**

### **9:15-10:15am: Retention Strategies**

#### **eTED Teacher Mentoring - Implications for Practice Based on a National Mixed Methods Study**

Teacher retention in technology and engineering education (eTED) has been a consistent issue within the profession over the years. In a national mixed-methods study, early-career eTED teachers were surveyed regarding their experiences with mentoring programs and their sense of belonging, job satisfaction, and persistence intentions. In addition, qualitative data were collected through interviews. The results of this study were suggestive of potential best-practices and directions for future research regarding mentorship programs for early-career eTED teachers.

Cory Ortiz, Ph.D.-Utah State University

#### **Retention Benefits to CTE Teachers Using a State Center Concept**

The Kansas Center for Career and Technical Education was developed to assist in the professional development of career and technical teachers. Using recruitment and retention research, four different components of the Center provide these opportunities: technical workshops, resource portal, mentoring and coursework. Members of the center will share benefits to CTE teachers noted during the past eight years with individuals who are seeking to develop a similar model within their own state.

Dr. Greg Belcher, Pittsburgh State University

Dr. Kelley Manley, Pittsburgh State University

Dr. Jon Jones, Pittsburgh State University

#### **Strategizing for SUCCESS- Using STAR as your guide!**

The National Association of Agricultural Educators (NAAE) launched the State Teach Ag Results (STAR) program to increase recruitment and retention efforts at the state level. The STAR program is designed to assist states in creating sustainable and effective recruitment and retention plans. This session will provide an inside look at how NAAE structures their STAR program and how your CTE area could too! This session will provide tools, resources, and methods to model a program similar to STAR to generate similar successful results within a CTE area.

Cameron Earlywine-National Association of Agricultural Educators (NAAE)

### **A National, Collaborative Model to Recruit, Prepare, and Support FCS/CTE Educators: Actions and Accomplishments**

What should be done about recruiting, preparing, and supporting educators? Is it possible to be innovative and collaborative? The answer is YES! This session provides an overview of a national, collaborative project that offers a model, best practices/strategies, and many free resources and tools for states and local districts to address the supply and demand of FCS educators. The model and resources can be replicated in other CTE areas to recruit and retain educators.

Dr. Karen Bergh-SUNY Oneonta

Dr Janet Bowers-SUNY Oneonta

Lori Myers- AAFCS

### **The National Agricultural Education Supply & Demand Project: What can we learn?**

To address teacher recruitment and retention needs in all of career and technical education, it is essential to know the status of supply and demand. Attendees will learn about the National Agricultural Education Supply and Demand Study data collection, analysis, and dissemination efforts and engage in conversation to improve, replicate, or expand these efforts. Participants will engage in discussion to identify additional stakeholders who may be engaged in collaborative efforts related to supply and demand.

Amy Smith-U of MN Twin Cities

Daniel Foster- invited

Rebecca Lawver-invited

### **Moving from Industry to Education and staying in Education**

A partnership of Minnesota organizations has developed multiple strategies focusing on the retention and professional development of Post-Secondary instructors. During this session participants will be introduced to three strategies: 1. PIM – Post Secondary Mentorship Program; 2. Post-Secondary Summit and 3. Post-Secondary List serve. We will share the list of partners and their various roles; how the programs were developed, funded and lead. We will also share challenges and successes of the programs

Judy Barka-AgCentric-Invited

Keith Olander-AgCentric-Invited

## **10:25-11:25am: Recruitment Practices**

### **New CTE Teachers Must Thrive Not Just Survive**

Great teachers are the key to preparing students for success after high school. Hiring CTE teachers and growing them professionally can be difficult. Southern Regional Education Board (SREB)'s Teaching to Lead program has shown positive results in states across the country in helping schools/districts transition teachers from workplace to the classroom. In this session we will look at reasons teachers make an early exit from the profession and how they can be better supported and developed to ensure they stay.

Debbie Anderson, Southern Regional Education Board

### **100% Retention: How Minnesota's CTE Teacher Induction Program Retains Teachers**

Minnesota's Career and Technical Educators Teacher Induction Program (CTE TIP) supports early-career teachers despite their pathway to licensure. Participants will walk away with understanding and resources regarding how this CTE TIP has successfully retained 100% of participants in CTE thus far. The CTE TIP utilizes a comprehensive approach including mentoring and monthly professional development to assist new teachers during their early years.

Lavyne Rada, Minnesota FFA

Troy Haugen-Lakes Country Perkins Consortium

Shelli Sowles, Minnesota Department of Education-Invited

### **"Here's Your Keys, Good Luck": Successful Onboarding of CTE Instructors**

Professionals teaching in the field of career and technical education (CTE) have the challenging task of educating students in both academic and occupational subjects. Instructors must bring together academic study with practical experience to better equip students for success in the workplace. Teachers in the field of career and technical education (CTE) benefit greatly from and welcome individualized training programs. Instructors in CTE programs work with a distinct population of students who benefit most from a hands-on approach and are more likely to succeed if they are properly motivated. We sought to develop a basic introductory training for postsecondary institutions to use when recruiting and onboarding new, diverse, CTE instructors with little to no classroom teaching experience.

Dr. Dimitria A. Harding, Anoka Technical College

Dawn Easley, Anoka Technical College-invited

### **Be a Teacher Day: Filling the Teacher Pipeline**

FCCLA has developed a Be a Teacher Day Toolkit to promote the teaching profession and fill the pipeline. This presentation will highlight the toolkit and other hands-on resources that can be integrated into the classroom to promote the education and training pathway. Family and Consumer Sciences (FCS) and Family, Career and Community Leaders of America (FCCLA) are leading the way in helping to educate youth in this essential career pathway!

Sandy Spavone, FCCLA

### **Cultivating the Next Generation of Educators – Agricultural Education Summer Internship**

In its 9th year, Minnesota has provided a structured agricultural education summer internship program where college students intern for 320 hours with an established cooperating teacher. The purpose of the internship is to spark an interest in current collegiate students to complete their teacher licensure program and upon graduation, enter the teaching profession. This workshop will provide you a starting point as you consider how you might adopt a similar program.

Sarah Dornink, Registered, Minnesota Agricultural Education Leadership (MALEC)

Kari Schwab, Registered, Minnesota Agricultural Education Leadership (MALEC)

## **2:35-3:35pm: Licensure**

### **Want to Teach Now? Removing Barriers to Teacher Certification**

More than ever the education profession needs to find creative solutions to difficult recruitment and retention challenges. Rutherford Teach Now is the first district-led educator preparation provider in Tennessee approved to license and prepare secondary CTE, math, and science teachers transitioning from industry to the classroom. Come learn about the structure of this alternative teacher preparation program and the positive effects it's had on CTE recruitment, retention, and teacher efficacy in Middle Tennessee.

Rebecca Murphy, Rutherford County Schools

### **CTE Teacher Certification and Licensure in Four U.S. States: A Comparison**

This presentation focuses on comparing CTE teacher certification and licensure policies in four U.S. states: Florida, Kentucky, Nevada, and Tennessee. The participants will examine each state's certification and licensure requirements. Then, there will be a side-by-side comparison and discussion. Lessons learned from each state will be explored. Participants will be able to identify and perhaps apply various strategies for best practice in CTE teacher certification and licensure.

Dr. Lisa Martino, University of Central Florida

Jodi Adams, Kentucky Department of Education

Sara Shaw-Invited

### **Lessons Learned from Student Teachers also Employed as Full-Time Teachers**

Shortages of CTE teachers has led school administrators to hire candidates on alternate licenses before they complete student teaching. These individuals work full time while concurrently student teaching. This session will present results of research conducted in Wisconsin with these individuals and facilitate discussion about opportunities for school administrators as well as universities to help individuals manage these roles.

Dr. Deanna Schultz, University of Wisconsin-Stout

Dr. Diane Klemme, University of Wisconsin-Stout

Dr. Debbie Stanislowski, University of Wisconsin-Stout

### **Idaho's Certification, Training, and Mentoring Programs for New CTE Teachers**

Learn how one state certifies and trains industry professionals to become CTE teachers who are comfortable and confident in the classroom. From certification to teacher standards to classroom management and other instruction in high-quality teaching—including using CTE Learn as one of our training platforms—Idaho supports the state's career technical programs by taking on the task of new teacher training. Idaho's certification, training, and mentoring programs include middle, secondary, and postsecondary new CTE teachers.

Dona Orr, Idaho Division of Career Technical Education

Kristi Enger, Idaho Division of Career Technical Education

### **Sustaining the FCS Profession Through Distance Education: GPIDEA FCSE Master's Programs**

An inter-institutional online graduate program was created in 2006 through the Great Plains Interactive Distance Education Alliance (GP IDEA) to assist aspiring FCS teachers with pedagogy courses needed for certification. A panel of teacher educators, representing the six partner institutions, will identify the need for and benefits of this program in addressing teacher shortages. Topics discussed will include innovative strategies for online learning, student collaboration, building online communities, and effective communication.

Nicole A Graves, South Dakota State University

Dr. Mari Borr, North Dakota State University

Dr. Karen Alexander, Texas Tech University

Dr. Amanda Holland, Texas Tech University

### **Roundtable Discussions**

**Thursday June 29<sup>th</sup>**

**9:00-10:00am**

#### **Special Educators: From Life Skills to Life Skills**

In this session, participants will investigate the prospects, the process, and the benefits of using the emergency licensure Grow Your Own program to transition special education teachers into Family and Consumer Science educators.

Lauren Droste, Middleton High School

#### **Learning from Business and Industry: adding Value and Clarity to the Hiring Process**

Business and Industry hiring professionals have used competency testing as part of their hiring process for years. The presentation will discuss how B&I uses these tools. Using similar tools for hiring CTE professionals not only validates candidate resumes, but it also enables an objective ranking system, saves time in the hiring process, and produces a post hire professional development plan. Come find out what tools are available for secondary and postsecondary administrators as well as university educators.

Dr. John Foster, NOCTI President

#### **Sharing the Teaching Load**

A local college in rural Idaho is working with local industry and regional high schools to find new and unique ways to share teaching loads across the industry. Come and learn about how the college has faculty that are employed by industry; faculty teaching in the high school; and collaborative teaching loads to expand the reach of teachers in CTE.

Dr. Jeffrey Ober, Lewis-Clark State College

#### **CTE Teacher Retention - the Keys to Success**

How can we best support early-career teachers? Based on a three-year qualitative study following beginning teachers we learned about the experiences of early-career agriculture teachers. What challenges do they experience? What successes do they experience? What can teacher leaders do to help foster early career teachers in your state? This presentation

will share research-based best practices using a case study of the Beginning Teachers Support Team (BEST) program in Kansas.

Dr. Brandie Disberger, Kansas State University

**Tips from TIP: Highlights from the Minnesota AFNR Teacher Induction Program**

Minnesota's Teacher Induction Program (TIP) has supported first-year teachers as they enter teaching positions in school-based Agriculture, Food, and Natural Resources. By offering "just-in-time" professional development, coupled with regional mentoring and instructional coaching, the TIP has improved teachers' self-efficacy and contributed to increased teacher retention. Attendees of this presentation will learn more about the structure of the Teacher Induction Program and its programmatic impact over 25 years as evidenced by longitudinal data and participant feedback.

Amy Smith, University of MN Twin Cities

Lavyne Rada, Minnesota FFA

Tyler Warren-Invited

**Supply and Demand Studies: Creating a tool to maximize recruitment and retention efforts in your state**

Maximize your recruitment and retention efforts by focusing on data. The National Association of Agricultural Educators in partnership with the American Association of Agricultural Educators have developed a method to track the supply and demand of the agricultural education profession nationwide. This data collection tool could be utilized within any CTE area to provide a clear indication where recruitment and retention efforts should go. Develop a tool to track growth, examine need, and build strategies from past and current data.

Cameron Earlywine-National Association of Agricultural Educators (NAAE)