Texas Education Agency
CTE New Teacher Mentor Program
Stakeholder Meeting Summary—March 8, 2017

What We Learned	What We Want To Know More About	Action Steps
CTE teachers often feel isolated from their peers. Many CTE teachers feel isolated as the only instructor of their course or in their department. CTE teachers also feel removed the school culture.	In what ways can we provide a network of support for CTE teachers who feel isolated? How can we create a school culture where CTE teachers and non-CTE teachers collaboratively plan and share instructional ideas?	Ensure that CTE teachers receive mentors from the same cluster. Create a mentorship program in which mentors help CTE mentees navigate school/district policies and deal with administration. Provide mentor training. Schedule collaborative planning meetings with CTE and core academic teachers to learn about ways to engage students with best practices, literacy and math integration (interdisciplinary instruction), and effective classroom management.
CTE teachers do not feel that they receive adequate support from administrators. Some administrators do not appear to value CTE courses or take them seriously. They do not appear to understand the CTE curriculum, how CTE courses support student college and career readiness, or what CTE teachers are expected to do. Further, administrators often don't understand how the CTE course sequence works, and counselors with limited knowledge are not able to ensure students are adhering to these sequences. Teachers perceive that CTE courses are also sometimes used as a dumping ground for disruptive and/or "unwanted" students.	What training do administrators and counselors receive to prepare them to work effectively with CTE teachers? Can TEA create materials that review CTE course sequences and other important details about CTE courses? Why do administrators seem to view CTE classes differently from classes in other content areas? How can administrators promote CTE teachers' involvement in the larger school culture?	Create CTE Foundational Learning Sessions for administrators on topics like supporting CTE teachers by creating conditions for success. Encourage administrators to shadow CTE teachers for one day in order to develop awareness and empathy for the unique needs of CTE teachers. Establish model district-wide, comprehensive mentoring programs for CTE teachers.

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CTE teachers have specific, unmet needs for resources. CTE teachers struggle to secure the resources needed to keep up with changing technology, and some teachers don't have the technology resources they need when beginning their first year. Beginning CTE teachers often find they have to develop resources for themselves or even search online to find what they need. School district bureaucracy makes it difficult for beginning CTE teachers to get the support, materials, and resources they need. There is no single source for resources where CTE teachers can search for lesson plans aligned to the TEKS.	How do schools decide what technology to provide CTE teachers? What obstacles exist for school leaders that prevent them from providing adequate technology resources to CTE programs?	Curate a collection of links and resources recommended by other teachers and vetted by TEA. Offer resources for those who don't have access to a mentor on campus using social media. Ensure materials and resources are ready for beginning teachers at the start of the year.
CTE teachers do not receive adequate professional learning. There is a lack of professional learning options for CTE teachers focused on the specific courses or career clusters they teach. CTE teachers benefit most from time spent with other teachers in their cluster. Classroom management is especially difficult for the many CTE teachers who do not get the training they need in their certification programs.	How can administrators facilitate site visits for CTE teachers to spend time with accomplished peers at other schools? What tools can make site visits and other learning opportunities more useful and increase the likelihood of applying new learning? What cluster-specific professional learning options are available?	Host professional learning by cluster and ask an experienced cluster teacher to lead. One school might host a cluster for attendees to ask about resources, learn from the experiences of others, share best practices, or explore a question or problem together. Sponsor externships. Create micro-credentials.