# **Appendix C:**

Educator Recruitment and Retention Action Team Summary | 2021-2022

The two goals of the Educator Recruitment and Retention Action Team are:

1. Improve the recruitment and retention of CTE teachers, including individuals in groups underrepresented in the teaching profession and those transitioning from business and industry.
2. Align systems of educator licensure and initial and ongoing professional development to enhance access to business and industry experts and currently licensed teachers who want to add a CTE endorsement.

**2021-2022 State Level Accomplishments**

* The State Teach Ag Results (STAR) Committee is a group within the Agricultural Science and Technology career learning area focused on agriculture teacher recruitment and retention. STAR is an offshoot of the National Association of Agricultural Educators (NAAE), and a grant is funded by national business and industry partners to provide support and assistance in recruiting and retaining teachers in the Agriculture Science and Technology career area. Several Oregon Industry partners have joined the effort in sponsoring Oregon STAR activities. In the 2021-2022 school year, STAR funds have supported recruitment strategies, preservice retention and engagement strategies, and current teacher retention and recognition strategies. (Strategy 2.2)
* Plans for a Statewide Program of Study in Education and Training took shape this year as the first phase rolled out with the revision of current knowledge and skill statements to better align programs of study at the secondary and postsecondary levels with the needs and expectations of employers. Inspiring enthusiasm for the profession and creating a seamless pathway from a CTE Program of Study to a career in teaching support the innovative “grow your own” efforts already underway in Oregon. (Strategy 2.2)
* Collaboration with the Teacher Standards and Practices Commission, CTE Regional Coordinators, and K-12 school district CTE leaders continued to strengthen in spite of the challenges of the past year. Frequent communication, responsiveness, and flexibility were the hallmarks of a complicated licensure system committed to supporting the recruitment and retention of qualified CTE teachers. (Strategy 2.1)
* The Teacher Recruitment and Retention (TRR) Partners Workgroup focused its efforts on creating a statewide CTE mentoring framework, with the goal of providing CTE mentorship in high need areas of the state. Sharing best practices and researching other states provided the impetus for creating a Guide for CTE Mentors and a cadre of statewide CTE mentors. The framework will roll out in Fall 2022. (Goal 1.4)

**2021-2022 Local Level Accomplishments**

* Establishing the New CTE Teacher Cohort and office hours — Support and encouragement throughout the year is imperative to avoid burnout, for regular education teachers as well as new CTE teachers coming into education from business. While we are losing one new CTE teacher, the six remaining are ready and willing to go for round two.
* CTE Mentoring — SOCTEC provided direct CTE Mentoring services to 11 Early Career CTE Teachers, and indirect mentoring support to four Early Career CTE Teachers, over the 2021-2022 school year. This totaled 570 hours of mentoring for Early Career CTE Teachers within Region 8, and retention of all but one of the teachers.
* Teachers have been able to get back to in-person professional development. MWEC sent teachers/administrators/counselors to the Oregon ACTE Conference, the ACTE CareerTECH Vision, and others. Participants have become rejuvenated and inspired.

**Next Steps**

* One priority is evaluating and updating the coursework required for CTE licensure. (Strategy 2.1)
* Another priority is the implementation of statewide CTE mentors to support new teachers in rural and hard-to-staff areas of the state. (Strategy 1.4)
* A third priority is developing a data system (network) for collecting CTE teacher recruitment and retention data. (Strategy 1.1b)
* Finally, development of guidance documents for districts and community colleges for how to leverage local employer relationships to connect experts to schools, and vice versa, is also on the list. (Goal 2.4b)

**Current Action Plan**

**Goal 1 — Improve the recruitment and retention of CTE teachers, including individuals in groups underrepresented in the teaching profession and those transitioning from business and industry.**

* Strategy 1.1 — Collect and analyze data to better understand current recruitment and retention practices and priorities.
* Strategy 1.2 — Actively recruit teachers from cultural and linguistic backgrounds that mirror Oregon’s student population.
* Strategy 1.3 — Collaborate with pre-service education institutions to develop a robust, inclusive, and intentional CTE teacher pipeline.
* Strategy 1.4 — Provide strong induction of new CTE educators into the profession.

**Goal 2 — Align systems of educator licensure and initial and ongoing professional development to enhance access to business and industry experts and currently licensed teachers who want to add a CTE endorsement.**

* Strategy 2.1 — Streamline licensing and training for new CTE educators.
* Strategy 2.2 — Provide professional learning and technical assistance for CTE educators in key areas related to Oregon’s equity stance and aligned with statewide educator workforce needs.
* Strategy 2.3 — Increase industry and school district awareness of CTE educator opportunities and students’ need for access to industry experts.
* Strategy 2.4 — Close communication and awareness gaps between the state, local school districts, and employers regarding the value of CTE programs for students.