

# 36 CTE Teacher Recruitment Strategies Compiled from Expert Resources



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### **About the Resource Center**

The Resource Center for CareerTech Advancement is a division of the Oklahoma Department of Career and Technology Education, located in Stillwater, Oklahoma. The staff of the Center research educational materials and best practices to disseminate throughout the state CareerTech system. The Resource Center also provides support in identifying curriculum, assessments, professional development and other instructional delivery resources on request.

1. Assess whether coursework requirements are a barrier to recruitment, especially in hard-to-staff CTE subject areas. (Ennis, 2016; Jacques & Potemski, 2014)
2. Create paths to renewable certification for CTE teacher candidates in fields that do not require a bachelor's degree. (Ennis, 2016; Jacques & Potemski, 2014)
3. Establish strong connections to ongoing professional learning opportunities. (Ennis, 2016; Jacques & Potemski, 2014)
4. Involve students in designing lessons and demonstrations in the classroom. (Ennis, 2016)
5. Mine advisory groups for teacher recruitment contacts and candidates. (Ennis, 2016)
6. Highlight student loan forgiveness in CTE fields. (Ennis, 2016)
7. Deepen pools of recruits from among community college students, veterans' reintegration programs, and other sources. (Ennis, 2016)
8. Survey current CTE teachers and advocates about their knowledge of CTE issues, certification routes and requirements, etc. (Garza & Donovan, 2014)
9. Create more flexible alternative certification programs. (Sims, 2010)
10. Grow online mentoring opportunities. (Sims, 2010)
11. Use service-learning mentoring programs to address the minority gap in CTE. (Sims, 2010)
12. Create cohesive induction, mentoring, evaluation, and professional learning to support rigorous practice and avoid creating unnecessary barriers to teaching in CTE fields. (Jacques & Potemski, 2014)
13. Integrate knowledge and skills in instructional practices, classroom management, use of data and assessments, and other topics for teaching effectiveness, within induction and mentoring programs (not through college coursework alone). (Jacques & Potemski, 2014)
14. Establish induction, mentoring, or peer assistance and review programs to assist novice teachers (especially those through alternative certification routes). (Jacques & Potemski, 2014)
15. Use externships to recruit new CTE teachers from an existing pool of teachers. (Jacques & Potemski, 2014)
16. Provide alternative certification routes that balance education with other requirements, such as work experience and participation in induction programs. (Jacques & Potemski, 2014; OSDE Teacher Shortage Task Force Final Report, 2016)

17. Allow recently-retired teachers to serve as mentors. (2017-2019 Biennial Request, State of Washington)
18. Design and implement a “grow your own” initiative for communities and rural districts. (2017-2019 Biennial Request, State of Washington)
19. Offer a high school “careers in education” course. (2017-2019 Biennial Request, State of Washington)
20. Hire a statewide educator recruitment director. (2017-2019 Biennial Request, State of Washington)
21. Create a teacher recruitment website. (2017-2019 Biennial Request, State of Washington)
22. Offer 2-4 day summer recruitment events on college campuses that have teacher preparation programs. (2017-2019 Biennial Request, State of Washington)
23. Develop a website/portal to connect adjunct teachers and alternatively-certified teachers to district openings. (OSDE Teacher Shortage Task Force Final Report, 2016)
24. Develop a toolkit for businesses to host externships. (OSDE Teacher Shortage Task Force Final Report, 2016)
25. Challenge district superintendents [and other administrators] to teach. (OSDE Teacher Shortage Task Force Final Report, 2016)
26. Incentivize municipalities to recognize teachers—services, discounts. (OSDE Teacher Shortage Task Force Final Report, 2016)
27. Grow the applicant pool (for district CTE job openings) by heavily marketing open positions. (TN DOE, 2016)
28. Post open positions on district Twitter, Facebook and LinkedIn accounts. (TN DOE, 2016)
29. Offer financial incentives—tuition reimbursement, additional compensation, etc. (TN DOE, 2016)
30. Host or participate in recruitment fairs in winter/early spring. (TN DOE, 2016)
31. Tap industry advisory committees as sources for teacher candidates. (TN DOE, 2016)
32. Streamline district hiring practices to shorten or eliminate lengthy delays; address the application process, layers of decision-making, customer service quality, data management, and priority/sense of urgency. (TN DOE, 2016)

33. Require retiring or resigning teachers to provide notice in early spring. (TN DOE, 2016)
34. Administer formal exit surveys to inform recruitment and retention strategies. (TN DOE, 2016)
35. Consider a range of certification pathways that allow potential teachers various opportunities to demonstrate their teaching and content-based qualifications and competencies, based on industry and the means by which teachers may exhibit their qualifications. (NASDCTEC, no date)
36. Capitalize on the unique relationship of CTSOs with students to promote CTE teaching. (NASDCTEC, no date)

Sources:

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2. *Best Practices: CTE Teacher Recruitment & Retention*, Tennessee Department of Education, 2016
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4. "CTE Teacher Recruitment, Certification and Retention," Erica Garza and Traci Donovan, Texas region XIII Education Service Center, 2014
5. *Developing and Supporting Great Career and Technical Education Teachers (Special Issues Brief)*, Catherine Jacques and Amy Potemski, American Institutes for Research, 2014
6. "Increasing the Minority CTE Teacher Pipeline," Cynthia Sims, *Techniques*, January 2010
7. *Teacher Shortage Task Force Final Report*, Oklahoma State Department of Education, 2016
8. "Teacher Shortage Undermines CTE," National Association of State Directors of Career Technical Education Consortium, no date