

PART D: EVALUATION OF RECRUITMENT, RETENTION AND TRAINING OF CTE EDUCATORS

Use the prompts on this worksheet to analyze your campus or district's strategies for attracting and keeping qualified CTE instructors, and its policies and procedures for professional development planning. Address those statements and questions that provide the best and most relevant feedback to your campus or district.

Consider the following statements, identify those that best match your campus/district, and choose the most appropriate response.

1 This is a Strength | 2 This is satisfactory | 3 This area needs some improvement | 4 This area needs major improvement

	Rating				Briefly list strengths and/or areas of focus for improvement.	Indicate evidence reviewed.
	1	2	3	4		
The campus/district's CTE staff reflects the demographic makeup of the student body.		x			The district's CTE staff reflects the demographic makup of the student body in terms of race and ethnicity.	CTE Teacher Employee Data & PowerSchool Demographic Data
There are processes are in place to recruit new CTE educators.			x		Recruiting new CTE educators seems to be a challenge across the state, as even large districts have shown vacant positions during the school year. CCDHS currently has no specific process in place to recruit new CTE teachers.	CTE Teacher Responses
The campus/district has onboarding processes in place to bring new professionals into the system.		x			The Miles City school district has a mentorship program that requires an experienced staff member to guide new professionals in their first year of employment. The experienced and new teacher pair is typically within the same department, so current CTE teachers have the ability to foster new CTE professionals in the district. There is a weekly meeting requirement, an observation component, and a list of topics to be covered over the course of the year.	Miles City Public Schools Mentor Program Handbook
All educators teaching in programs are adequately credentialed.	x				All CTE educators at CCDHS have the necessary credentials, or are working towards the appropriate certifications in the time period allowed by the state of Montana.	Employee Certifications & Liscensures on file

Regular, substantive, and effective professional development is offered around CTE, academic, and technical instruction based on identified need.		x	The district often works with MCC for professional development courses and CTE area workshops. While the CTE department does its best to find, share, and approve professional development opportunities for CTE teachers, many members of our CTE staff report that the learning experiences directly applicable to CTE areas are not always offered by the school district. Often, relevant CTE professional development can only be found online or through travel. An area of improvement would be working with our district curriculum director to bring relevant CTE professional development to Miles City.	Miles City Unified School District PD Calendar and PLC Process Wednesday schedule
There is a process to develop or recruit CTE instructors from existing staff.		x	As part of the Miles City School District's strategic plan, each school writes SMART goals specific to their building. In building goal discussions, CCDHS administrators have expressed the increasing value that teachers with dual certifications bring to a school district. That said, this is an area of improvement because there are no specific processes or incentives in place for encouraging current staff members to add a CTE certification to their teaching license.	CTE Teacher Responses

Further questions to consider:

- *Are onboarding processes efficient and effective, especially for educators coming from industry?*
- *What has been the impact on mentoring and onboarding processes for new instructors, especially instructors coming from industry?*
- *What professional development offerings are most highly rated by participant staff? Does this differ when looking at different factors such as length of time in position, certification, career area, etc.?*
- *In what CTE subject areas are more educators needed?*

Please explain how your district supports recruitment, preparation, retention and training, including professional development of teachers, administrators or CTE

The Miles City School District recruits teachers through local means and the OPI website. They also have started teachers with under three years experience at an advanced step of the salary schedule to increase recruitment. The district prepares teachers for work in the district through a staff mentorship program. The mentor program requires new teachers in the district to be paired with an experienced educator and includes meeting time minimum hours, observation, and evaluation components. Miles City School District uses the PLC process as well as local, state, and national professional development opportunities for training CTE staff.