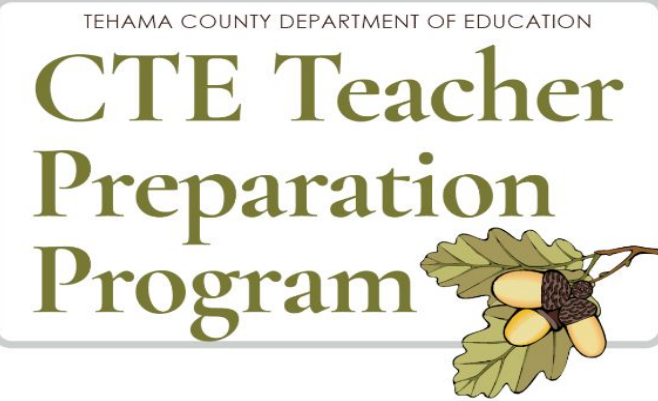
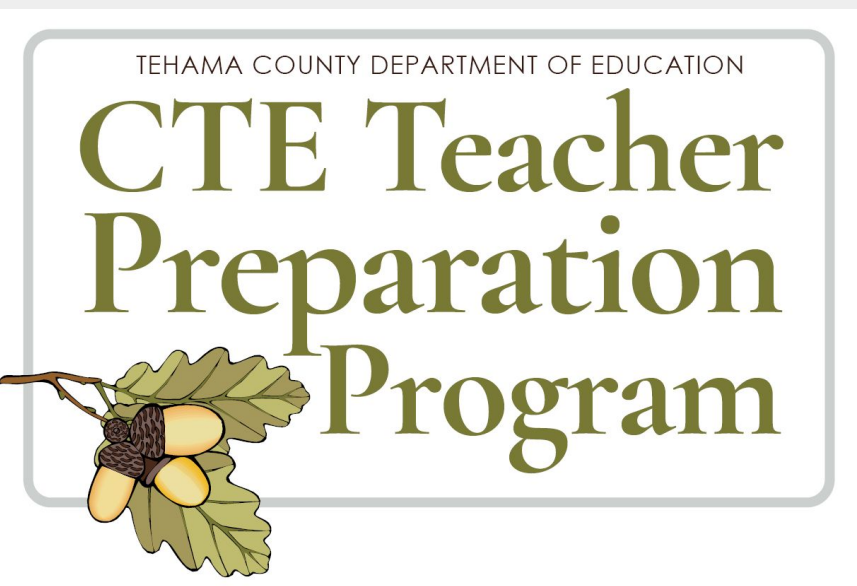


**RESPONSIVE
RELATIONAL
RURAL**



Recruit, Support, Retain: Creating Conditions for New CTE Teacher Success



Jillian Damon, Ed.D.
Director, Teacher Preparation Programs
jdamon@tehamaschools.org



Session Participants Will

01.

Understand the unique realities and challenges facing new CTE teachers transitioning from industry into education

02.

Examine how administrator leadership influences recruitment, onboarding, mentorship, and retention systems

03.

Identify practical strategies to build coordinated systems of support for new CTE teachers

04.

Reflect on how intentional leadership practices create conditions where CTE teachers feel supported, connected, and more likely to remain in the profession



The Return of Career Education

By the late **2010s**, cracks were clear on the College of All model:

- Aging workforce in most trades - need to increase the workforce
- Many good-paying jobs did not require a four-year degree
- College completion rates lagged behind enrollment
- Employers reported **skills gaps**
- Students disengaged when learning felt disconnected from real life
- Career pathways were uneven or inaccessible

This revealed a critical flaw: *College access increased, but career readiness did not always follow.*



Skilled Trades Shortages Threaten \$1 Trillion Annual Losses,

Study Reveals

JLL recommends a workforce strategy called **“Build-Grow-Retain.”**

Build: create talent pipelines through partnerships with schools and training programs

Grow: provide ongoing technical training for evolving systems and technologies

Retain: improve career pathways and workplace culture to keep skilled workers long-term

Top Story

Skilled trades gap could cost US economy \$1T annually



(Kriangkrai Thitimakorn/Getty Images)

A study by JLL warns that the US could face \$1 trillion in annual economic losses by 2030 due to a shortage of skilled trades workers, with 2.1 million positions potentially unfilled. The study highlights the growing demand for electricians, HVAC technicians, plumbers, pipefitters, construction equipment operators and general maintenance workers, with job growth in these areas outpacing the national average. Initiatives like BlackRock's \$100 million Future Builders Initiative and JLL's internship program aim to address the gap.

Full Story: [PennLive \(Mechanicsburg, Pa.\)](#) (5/7)

SHARE

5/8/26



2025 California School Dashboard

LEARN MORE Graduation Rate



Green

87.8% graduated

Increased 1% ⬆️

EQUITY REPORT

Number of Student Groups in Each Color



[View More Details](#) ➔

LEARN MORE College/Career



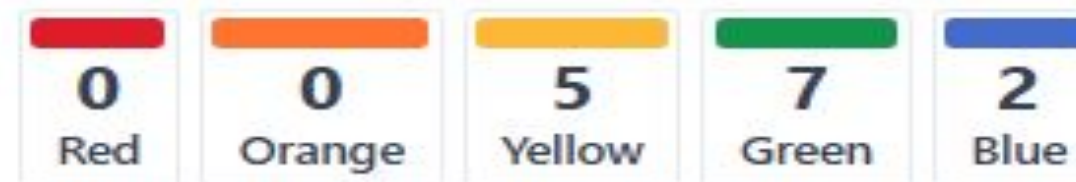
Green

Prepared 51.7%

Increased 3.1% ⬆️

EQUITY REPORT

Number of Student Groups in Each Color



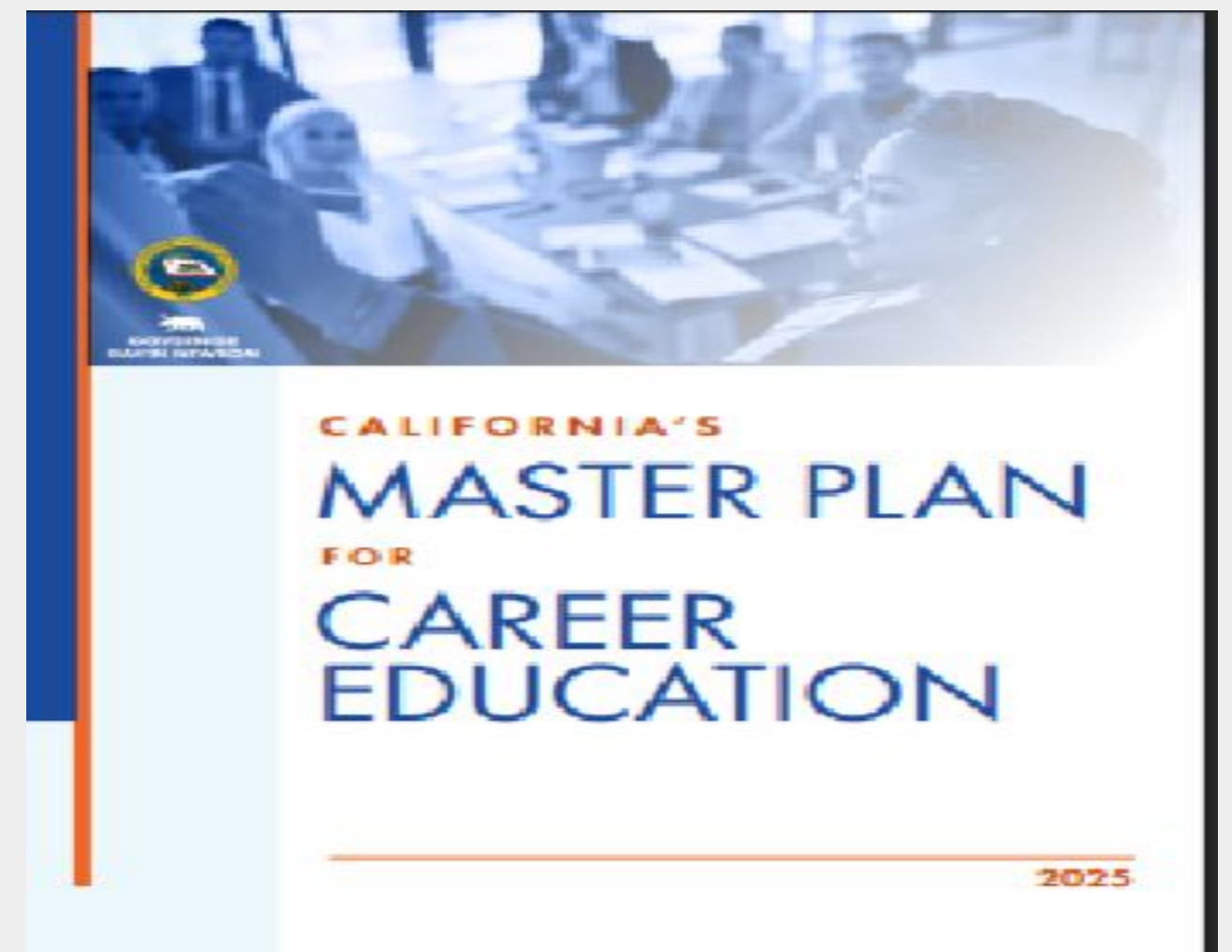
[View More Details](#) ➔



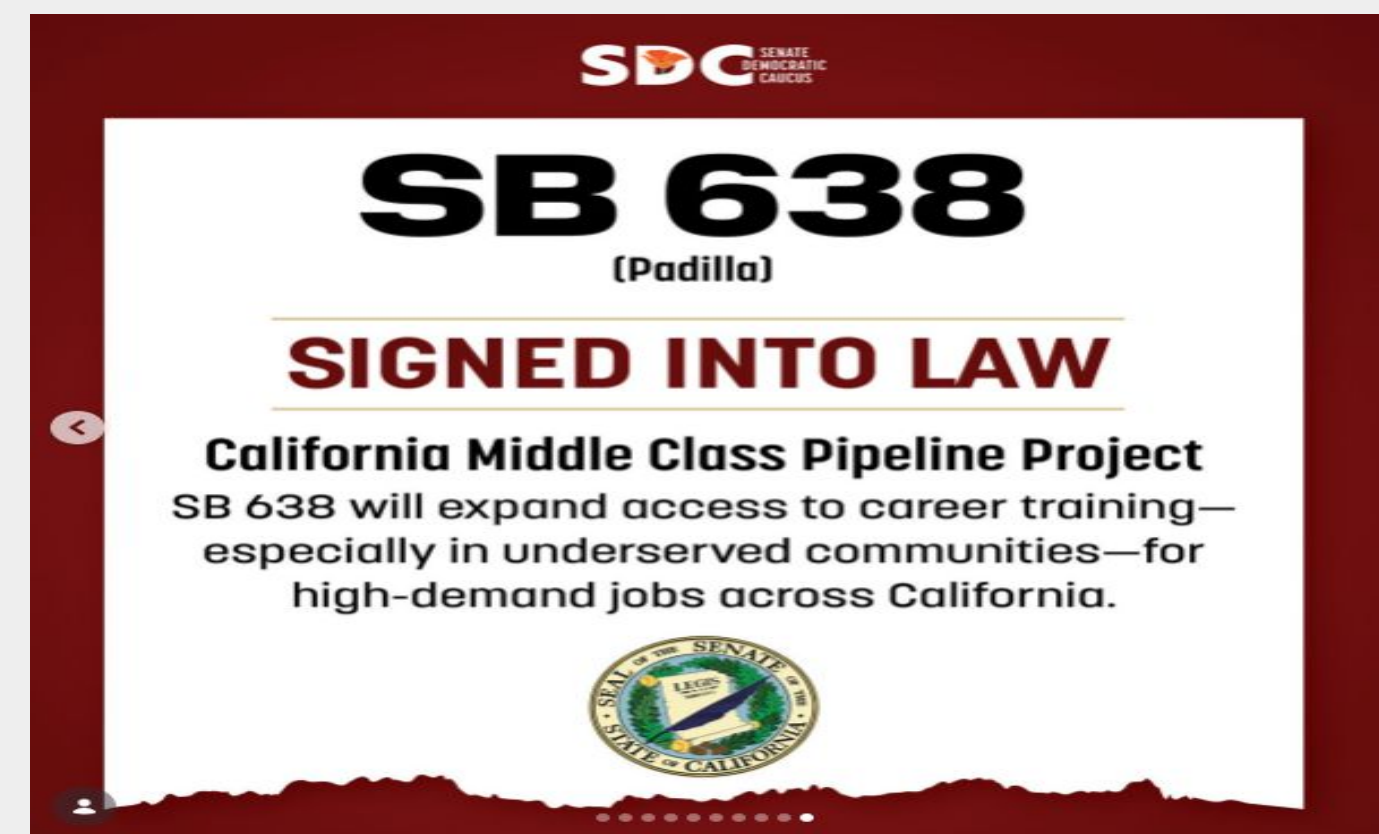
Master Plan for Career Education

1. **Create a Statewide Workforce Collaborative** to align education, training, and hiring needs while tracking labor market trends and improving workforce strategies.
2. **Strengthen Regional Partnerships** through paid internships, streamlined funding, and employer engagement to connect classrooms with careers.
3. **Launch a Career Passport**, a digital tool with verified records and skills competencies to support skills-based hiring.
4. **Expand Career Pathways** for high school and college students, helping all learners explore clear routes to rewarding careers.
5. **Enhance Workforce Training** for youth and adults by increasing access to education, job training, and stable career opportunities.

The goal is to create a more integrated and accessible system for Californians to navigate education and career opportunities effectively.



[Master Plan, 2025](#) [SB 638](#)



From Education to Employment

1. CTE as a Economic Mobility Engine

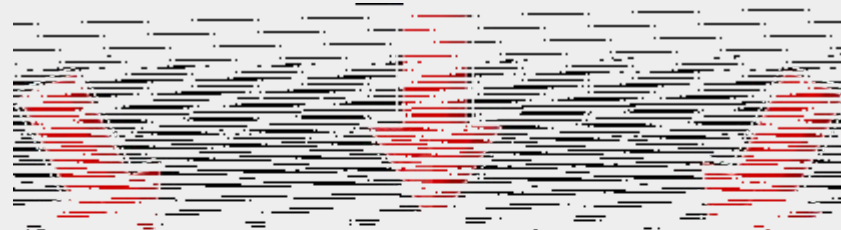
- CTE is a “gateway to high-demand careers” and real-world skills
- Supports long-term economic mobility through education aligned to employment pathways

2. Alignment to Labor Market is Critical

- Strong CTE programs are built around local workforce needs
- Programs that align to labor demand see better outcomes and relevance

3. Students Need Flexible, Real-World Pathways

- Effective programs offer:
 - Work-based learning
 - Employer connections



4. Partnerships Drive Success

- CTE effectiveness depends on **strong collaboration** with educators, employers, and industry sectors





Turn and Talk

What are some differences between traditional teacher preparation and teacher preparation for those transitioning into teaching from industry?



California's Career Technical Education:

Preparing Students for the 21st Century and Beyond

"We seek the day when every enterprise in California—public and private—has access to a pool of talent that both attracts the world's leading businesses and hastens the development and success of new ones, creating opportunities for all."



"We seek the day when every enterprise in California—public and private—has access to a pool of talent that both attracts the world's leading businesses and hastens the development and success of new ones, creating opportunities for all."



From Industry Pro to Classroom Expert: The California CTE Credential Roadmap

Guiding industry professionals through the multi-step process of obtaining a Career Technical Education (CTE) teaching credential in California.

California's CTE credentials allow individuals with real-world experience to teach vocational subjects in grades K-12 and adult education. The pathway transitions from a 3-year Preliminary credential focused on industry expertise to a 5-year renewable Clear credential focused on pedagogical training and teaching experience.

STEP 2: THE CLEAR CREDENTIAL (5-YEAR VALIDITY)

PRELIMINARY CTE CREDENTIAL ISSUED



SPECIALIZED PEDAGOGICAL TRAINING

Complete personalized preparation including SDAIE (English learner services) and computer technology.

TWO YEARS OF SUCCESSFUL TEACHING

Verify two years of teaching in your industry sector while holding the Preliminary credential.

STATUTORY REQUIREMENTS

Must satisfy U.S. Constitution, Health Education, and CPR certification requirements.

HIGH SCHOOL DIPLOMA OR EQUIVALENT

Applicants must possess a high school diploma, GED, or a foreign equivalent.

PROGRAM SPONSOR RECOMMENDATION

All applications must be submitted through and recommended by a Commission-approved CTE sponsor.

3 YEARS OF INDUSTRY EXPERIENCE

Requires 3,000 total hours of work experience directly related to your industry sector.

DIVERSITY OF INDUSTRIES

Technical & Trades



Occupations:
Building Trades,
Manufacturing,
Transportation,
Energy & Utilities

Business & Tech



Occupations:
Information
Technology (ICT),
Finance,
Marketing,
Arts & Media

Health & Service



Occupations:
Health Science,
Public Services,
Education,
Hospitality &
Tourism

STEP 1: THE PRELIMINARY CREDENTIAL (3-YEAR VALIDITY)

Learning Policy Institute Teacher Shortages by Subjects Across States

Fact Sheet, July 2025

Most frequently reported shortages by teaching area, 2024–25 school year

Teaching area	Number of states
Special Education	45
Science	41
Mathematics	40
Language Arts	38
World Languages	35
Career and Technical Education	33
English as a Second Language	31
Social Studies	30
Elementary Education	28
Art and Music Education	26
Health and Physical Fitness	26

Note: For brevity, this table only shows subjects and teaching areas that have been reported by more than half of the United States.

Source: Learning Policy Institute analysis of Teacher Shortages Area data from the 2024–25 school year provided upon request from the U.S. Department of Education (data received 07/24/2024).

CTE Credentialing is an Alternative Pathway

Industry Experts as CTE Teachers

	Multiple/Single Subjects	Designated Subjects (CTE)
Age	22-24 years old	Mid-to-Late 30s
Undergraduate	4-6 years	Industry experience
Credential	Ed Prep Program and Teacher Induction	Issued based on Industry Experience - No Ed Prep Coursework Prior to Teaching
Co - Teaching	14-16 weeks	None
Mentor	During preparation program and Teacher Induction	During Credentialing, No Teacher Induction
View of “Work”	Academic	Industrial, Real World



Why Is Recruiting CTE Teachers So Difficult?

- Industry salaries exceed education pay
- High California cost of living
- Shortages in specialized industries
- Limited pedagogical preparation
- Burnout and attrition
- Rural district challenges
- Increasing demand for CTE programs

“Limited housing, lower pay scales, and fewer local industries to serve as pipelines for talent make it even harder to recruit and retain qualified teachers.”

[Career Technical Education in California at a crossroads](#)

Create Partnerships with HR Offering Flexible Support and Technical Assistance Throughout the Application Process.



RECRUITMENT

Are our hiring practices designed for traditional teachers and industry professionals transitioning into education?

- Administrators need to partner with HR to create a common understanding and differentiated experience to secure candidates
- Invite HR partners to CTE Events showcase programs and help them understand the power of CTE
- Help create understanding CTE Candidates may need support and technical assistance throughout the application process

IMPORTANT NOTICE:

All required documents must be attached and submitted through EdJoin at the time of application. Only complete applications will be reviewed.



Recruitment through Marketing and Outreach


Move beyond an Edjoin Post

- Proactive Messaging Prior to Need
- Professional Organizations
- Labor Unions
- Workforce Development Partners
- Community College Partners
- Local Industry Partners (Part-Time?)
- Social Media

Transforming Your Career: Teaching Career Technical Education

Are you an industry expert or someone looking to make a meaningful career change? Discover how your real-world experience can make a difference through teaching high school students Career Technical Education (CTE)!

Join us for an informative and engaging workshop designed to introduce community members, career changers, and seasoned professionals to the world of CTE. Learn how your background in fields like health care, construction, business, information technology, and more can translate into a fulfilling teaching role that shapes the next generation of skilled workers.











This Workshop Will Cover:


- ✓ What Career Technical Education (CTE) is and why it matters
- ✓ The benefits of becoming a CTE teacher
- ✓ Step-by-step guidance on how to obtain your CTE teaching credentials
- ✓ Support resources and pathways are available for prospective educators
- ✓ Opportunities to connect with others who are also considering the transition

No prior teaching experience is required—just a passion for your field and a desire to inspire others.

Two FREE Sessions, Same Great Content

 2/10/26		 3/12/26	
 6-7:30 PM		 6-7:30 PM	
 Virtual-Registration Link		 Virtual-Registration Link	

If you would like more information, please contact:
cteteacherprep@tehamaschools.org or tjohnson@shastaco.org



Hiring for Adaptability, Mindset, and Industry Experience

Candidate 1 - Marcus Johnson

- 18 years of experience in advanced manufacturing and welding technology
- Currently supervises a team of 35 technicians and apprentices
- Regularly conducts professional development workshops for adult learners
- Interested in preparing students for careers in skilled trades

Candidate 2 - Elena Ramirez

- 12 years of experience as a certified welder and metal fabrication specialist
- Owns a small custom welding and fabrication business
- Provides private one-on-one welding instruction for youth apprentices and adult learners
- Mentors students preparing for industry certification exams

Candidate 3 - Daniel Lee

- 4 years of experience in welding and metal fabrication
- Worked in a local fabrication shop assisting with commercial and residential projects
- Serves as a Little League coach and local 4-H youth leader
- Limited experience with advanced industry certifications



Interviewing CTE Teachers

Review and update CTE Candidates Interview Questions:

- Ask scenario-based questions which reveal:
 - problem-solving skills
 - student-centered thinking
 - professionalism
 - communication skills
- Ask Candidates to Give Examples and Share Stories
- Focus on transferable skills
- Look for growth mindset
- Assess relationship-building
- Evaluate student-centered thinking
- Consider authentic demonstrations
- Create welcoming interview environments

[5 Important Things to Look for When You're Hiring CTE Teachers](#)





Turn and Talk

When we hire a CTE teacher, what responsibilities are we really asking them to manage?



CTE Teachers Are Often Expected To Be...

- Teachers
- Industry experts
- Mentors
- CTSO advisors
- Work-based learning coordinators
- Recruiters
- Safety managers
- Community partners
- Curriculum developers
- Career counselors
- Credential candidates
- Event coordinators
- Grant managers
- Advisory committee leaders

Juggling these responsibilities while learning to teach.



New CTE Teacher Challenges

- **Transferring Industry Experience into Lesson Plans**
- **Classroom Management**
- **Lack of Pedagogical Knowledge**
- **Working with Special Populations**
- **Work-Life Balance**
- **Finding Support**
- **Burnout**
- **Handling Administrator Expectations**
- **Communicating with Parents**
- **Developing Relationships with Other Educators**



Creating Conditions That Retain CTE Teachers

Recruitment is Only the Beginning... Creating Conditions for Retention is the Real Work

- Nearly 50% of new teachers leave within five years
- CTE programs face higher staffing shortages than academic areas

Research consistently shows that nearly half of new teachers leave the profession within their first five years, and Career Technical Education teachers experience particularly high attrition rates due to alternative certification pathways, industry competition, and limited support systems.

[Learning Policy Institute. 2025](#)

[Investigating New CTE Teachers' Teachers' Training and Support and How It Influences Teacher Efficacy. 2020](#)

[Career and Technical Education is a Hidden Weak Spot In Many High Schools' Teacher Workforces](#)



Resource Coordination & Meaningful Support

- Leverage site and district resources to create coordinated systems of support for new CTE teachers
- Align administrators, instructional coaches, mentors, counselors, and district teams around CTE credential pathways and identified teacher needs
- Help teachers access support without creating additional overwhelm or competing initiatives
- Prioritize clear communication, streamlined expectations, and “just-in-time” support
- Use existing structures - PLCs, coaching cycles, and “in house” induction to provide meaningful, connected support systems

*Effective support is not about adding more,
it is about aligning the right supports*



Administrator's Alignment with Mentors

Collaboration

- Keep mentors informed about school initiatives, instructional priorities, and site expectations.

Communication

- Conduct regular mentor check-ins: with mentors individually and collectively
- Use mentor conversations to identify trends among new CTE teachers engagement challenges, lesson design confidence, classroom management needs.
- Let mentorship data inform professional learning and instructional leadership decisions

Coordination

- Protect time for mentoring conversations and reflection.
- Provide opportunities for: “just-in-time” feedback, coaching, and collaborative problem-solving.
- Small actions matter: release time, coverage support, structured collaboration time.

Strong mentorship systems communicate that teacher growth is a schoolwide priority.

[Strengthening retention through strategic mentorship: The administrator's role](#)



Understand the Credential Journey Your Teachers Are Navigating

Work with the onsite mentor to stay informed and be able to respond to needs.

- Ensure they are enrolled in a program. Many programs issue a preliminary CTE credential and candidates do not enroll until they secure a position.
- Program Components
- Mentorship Structures in the Program
- If they come to you with a Clear CTE Credential ask about their experiences.

Teachers who have not been teaching in a CTE classroom or are otherwise unable to meet the teaching experience requirement may take Advanced Teacher Preparation to meet this requirement. CTE 104 is a seven-week, online course that satisfies all teaching experience requirements and documentation.

Current Program Sponsor

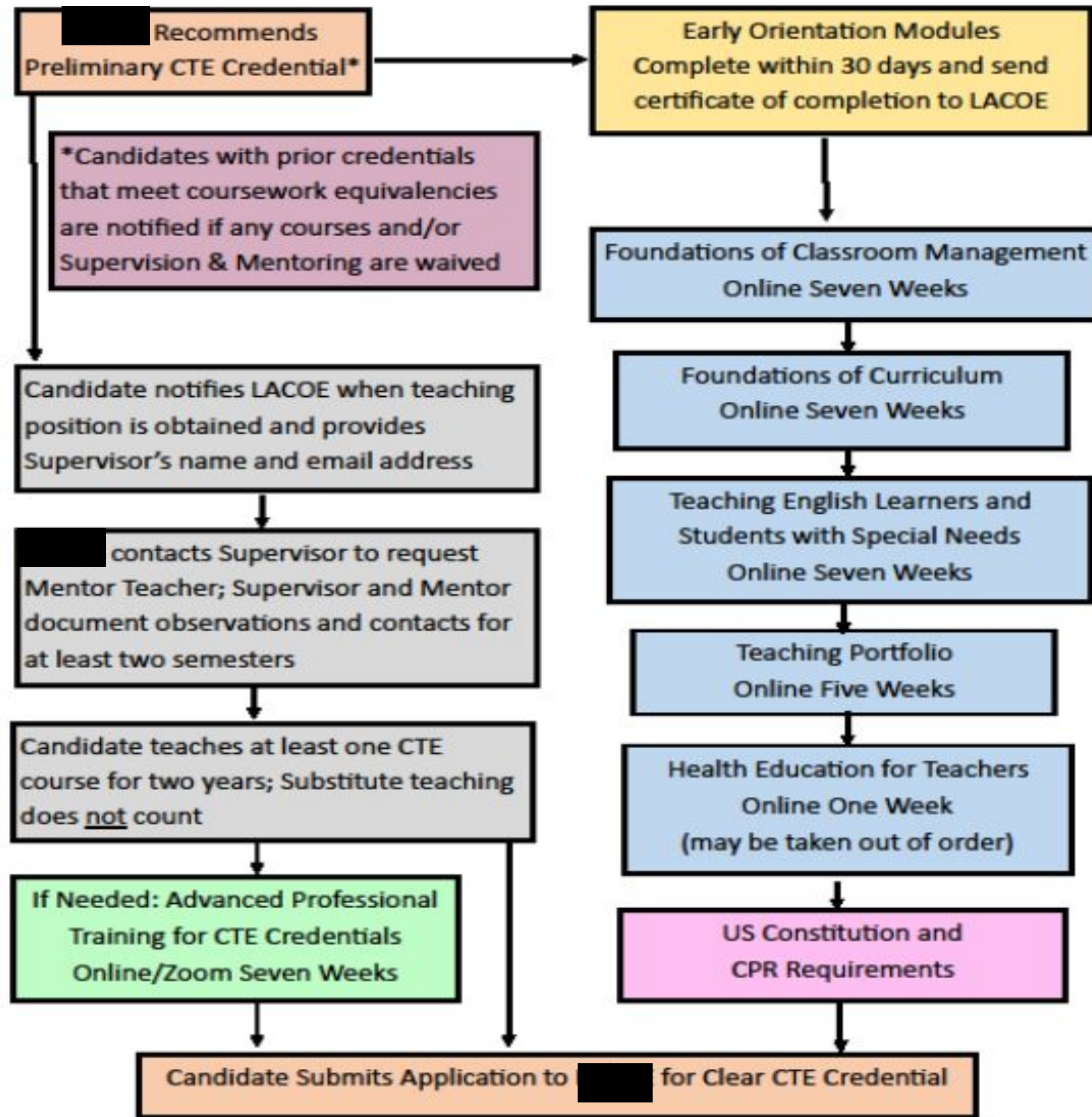
(3) Completion of **one of the following:** (emphasis added)

- (A) two years of successful teaching on the basis of the preliminary career technical education teaching credential in the industry sector(s) listed; **or**
(B) **completion of a Commission-approved program of advanced personalized preparation.**

While the most common route to satisfying this requirement is by teaching on the CTE preliminary credential for two years (Option A), **the program of advanced personalized preparation (option B) may be pursued by candidates who do not teach for two years on the preliminary CTE credential.** There are a variety of reasons a candidate may not teach while

[PSA 25-04](#)





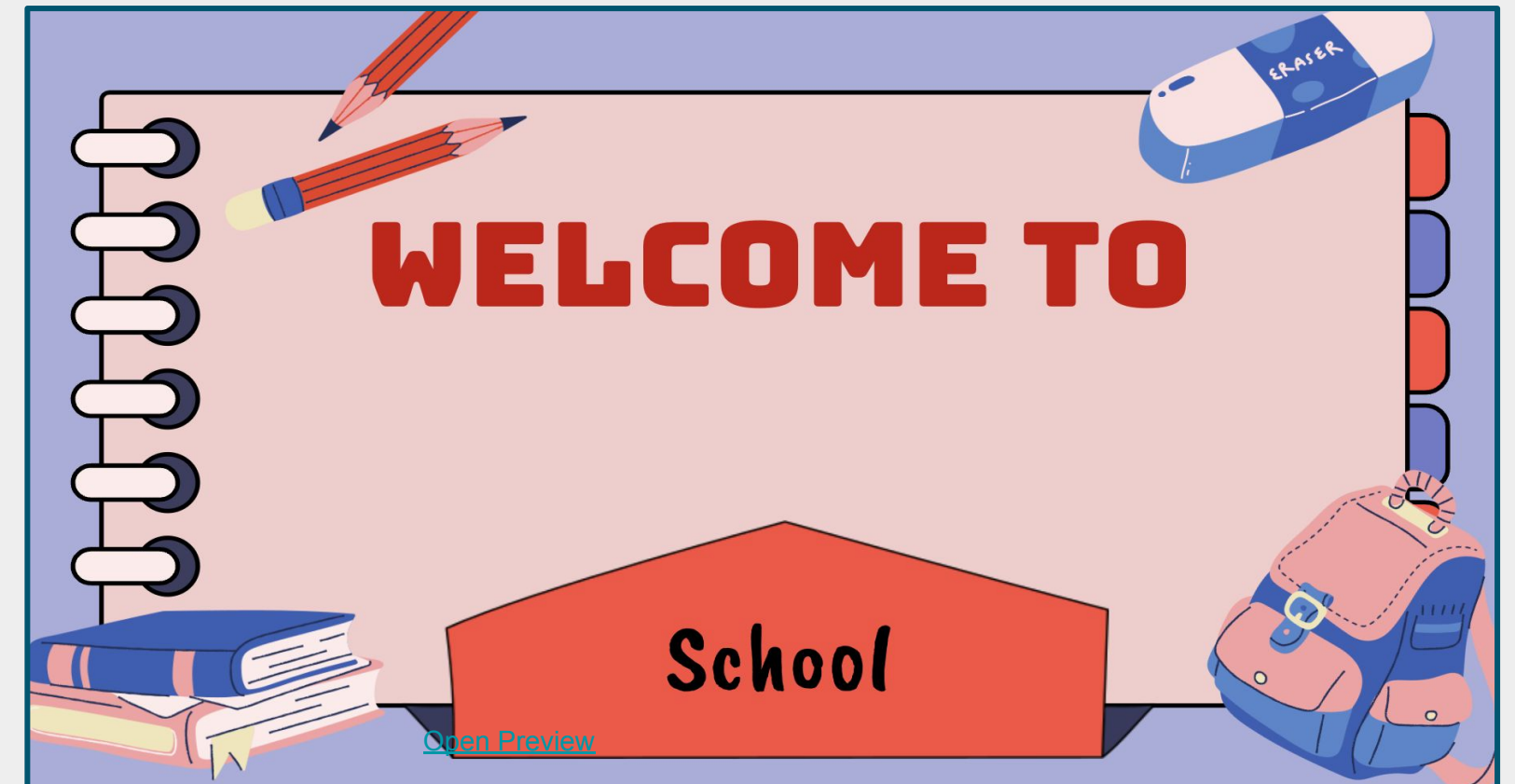
Systemic Onboarding with Clear Expectations

Onboarding Google Document

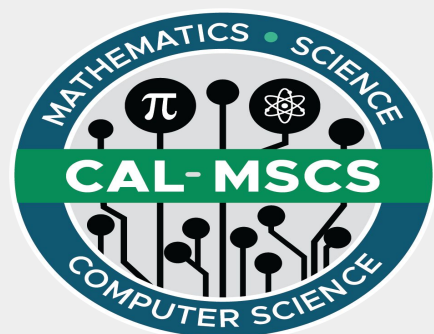
High School Onboarding Document/Handbook
My Class Schedule

Period	Class Name	Link to Pacing plan	# students

Onboarding Slide Deck



Editable Teacher Onboarding Tools



[Teacher Retention - Reflections and Resources](#)



Creating Wrap Around Support

CTE 102 Focus: Supporting Diverse Learners PART TWO: SUPPORT TEAM	
<p>You need to find someone to support you in each of the different roles listed below. An appropriate support person is someone who has expertise aligned to the area of need.</p>	
My support team includes:	Record your responses here:
Assigned Program Mentor (Your Formal Mentor)	
CTE Support Person (Not your mentor, but a CTE teacher you can ask questions if the need arises)	
General Education Support Person (Not your mentor, but a general ed teacher you can ask questions if the need arises)	
Special Education Support Person (Not your mentor, but you can ask questions if the need arises)	
Industry Partner (Someone outside of education, i.e., an Advisory Board Member?)	

[Assessing the Professional Development Needs of Traditionally and Alternately Certified Career and Technical Education Teachers in Virginia, 2025](#)

New CTE teachers are more successful when support is shared across mentors, administrators, instructional coaches, pathway teams, special education staff, counselors, and industry partners.



Intentionally Build Cross-Department Collaboration

PLCs help teachers share instructional strategies, solve problems collaboratively, shared leadership, improve student outcomes, and feel professionally supported

Create Cross Department PLCs

- academic departments
- counselors
- special education teams
- industry partners
- work-based learning coordinators

This strengthens interdisciplinary learning, student support systems, and enhances teacher's belonging.

Blending it all Together



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[Best Practices in Career & Technical Education: Recruitment and Retention of CTE Teachers, 2025](#)



Career Readiness Is a Schoolwide Responsibility

Standards for Career Ready Practice†

Standards for Career Ready Practice describe the fundamental knowledge and skills that students need to prepare for transition to postsecondary education, career training, or the workforce. These standards are not exclusive to a career pathway, a career technical education (CTE) program of study, a particular discipline, or level of education. Standards for Career Ready Practice are taught and reinforced in all career exploration and preparation programs or integrated into core curriculum, with increasingly higher levels of complexity and expectation as a student advances through a program of study. Standards for Career Ready Practice are a valuable resource for CTE and academic teachers in the design of curricula and lessons that teach and reinforce the career-ready aims of the CTE Model Curriculum Standards and the Common Core State Standards.

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

†Prepared by the California Department of Education. Adapted for California and based on the "Career Ready Practices" adopted by the Common Career Technical Core (CCTC). The CCTC practices are posted at <http://www.careertech.org/>.



6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, social, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

What Intentional Support Could Look Like

- Weekly mentor check-ins (Brief)
- Admin walkthroughs focused on support not evaluation,
- Pathway PLC inclusion
- Onboarding Calendar,
- Credential Tracking Spreadsheet,
- Release Time for observations -Mentor and Candidate Pairs observe instruction together



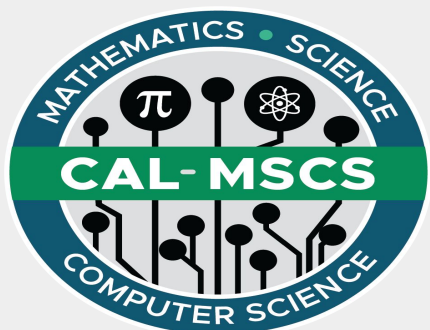
The Real Cost of Teacher Turnover (All Credential Types)

1. Students have lower academic achievement gains;
2. Students and teachers have lower trust in social relationships;
3. Teachers' professional learning communities are disrupted;
4. Impacts of improvement efforts are lower and slower;
5. Costs to the district is substantial (~\$25,000/teacher).

Schools with high turnover are often also serving students with the highest need ([interactive state map](#)).

Turnover is not just a staffing issue - it is a fiscal, cultural, and student achievement issue.

Adapted From: **Teacher Support and Retention in California**



Immediate Leadership Actions (After School Ends)

In the Next 30 Days:

- Review onboarding systems
- Meet with HR regarding CTE hiring pathways
- Identify mentor alignment gaps
- Build cross-department collaboration opportunities
- Evaluate new CTE teacher support systems
- Review credential timelines/supports



What Happens When We Get This Right?

- Improved teacher retention
- Sustainable CTE programs
- Increased collaboration and school culture across campus
- Stronger pathways create more opportunities for our students
- Create connected and meaningful learning opportunities for students
- Increased workforce readiness
- Equity and Access for all Learners
- Economic Mobility Opportunities





Closing Call to Action

What is one change you can make immediately to better recruit, support, or retain CTE teachers?



**New CTE teachers do not succeed by accident.
They succeed when administrators intentionally create
systems for success**

Recruit - Hire with vision and support in mind.

Support - Provide mentoring, coaching, and connection.

**Retain - Build systems where CTE teachers feel valued,
connected, & supported.**

